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Catholic Education Faces the Future *Bernard J. Kohlbrenner, M.A.*

Editor's Note. This is a general discussion of various problems of Catholic education. It brings together in convenient form a number of suggestions made in various places that offer a starting point for a discussion within a diocese of its education problems. Sooner or later such problems must be considered.

IT IS quite obvious to anyone conversant with current happenings that the economic collapse has had tremendous and unfortunate effects on education in this country. One does not have to subscribe to the dictum that it is a race between education and catastrophe to "view with alarm" the inroads made upon the schools. The hardships placed on teachers are relatively insignificant when one considers the evil effects on the children. During the worst of the depression the school term was reduced to about three months in some schools, and many children were for a time deprived altogether of school opportunities. Special types of education have been curtailed or eliminated entirely, with the unfortunate result that poorer preparation than ever is being made for the right use of leisure time, when, because of unemployment, leisure time is increased manifold. To the decrease in school revenues and the added responsibilities placed on the schools by the depression, must be added an equally important effect; namely, the increased interest and activity by the Federal Government in educational matters.

It would be foolish indeed to maintain that the depression has not had serious influence on Catholic schools. They have undoubtedly been influenced to a less degree by these same factors than have the public schools. Many of the services maintained by the public schools that have been seriously affected by the economic conditions have never been adopted by the Catholic schools; for example, night classes, continuation schools, trade schools, Americanization work, and similar services. Likewise, there has never been the extravagance in Catholic education that too often prevailed in the state systems. Inflated salaries of administrators, palatial buildings, and costly equipment have never been vices of the Catholic schools. Finally, there has been an unparalleled spirit of self-sacrifice among all engaged in Catholic educational work. Salaries have been reduced, programs curtailed, but there have been few schools actually closed. The most striking feature of reports coming from all sections of the country is the spirit of hopefulness and optimism

that is evidenced. It appears certain that the depression will not have any permanent hampering influence on the Catholic schools.

One very definite result has been a revival of agitation for some share of public funds for Catholic schools. The tempestuous debates over the "school question" of the nineteenth century have not been brought back in their full vehemence, but the subject has become very definitely a public issue. Sporadic instances could be cited where the Catholic schools have received financial assistance, but public attention has been centered on the legislative efforts in the State of Ohio. The emergency fund created there was not opened to private schools. Indeed, there seems to be little prospect that Catholic schools generally will be benefited by public funds. The Encyclical *On the Christian Education of Youth* has definitely declared it to be a matter of justice that Catholic schools receive a proportionate share of public funds for education. This will remain the Catholic teaching in the matter, but its fulfillment is not likely to occur in the near future.

Our Present Status

What is the status of Catholic education in this country? Catholic elementary schools are caring for approximately 2,000,000 children. At no time in recent years has there been a decrease in enrollment. Quite the contrary, there has been an increase of about 25 per cent since 1920. On the other hand, despite this increase, there are still 2,000,000 more Catholic children of elementary-school age not in Catholic schools. The goal of "every Catholic child in a Catholic school" has thus been only half reached.

In the realm of secondary education, the present situation is much less satisfactory. Approximately 2,250 secondary schools are now functioning; that is, academies and high schools, both private and diocesan. In these, 265,000 students are being educated. It is impossible to state accurately how many potential Catholic high-school students are not attending Catholic schools, but the number certainly is very large. Nonetheless, what remains to be accomplished must not blind us to what has been marvelously achieved. The development of Catholic secondary education has been nothing short of phenomenal. Since 1915 the increase in enrollment has been no less

than 225 per cent. To provide adequate building space, properly prepared teachers, and satisfactory equipment has constituted a prodigious task that has been enthusiastically met by clergy, religious, and laity. This very great expansion, however, has gone on at such a pace that there has not been the proper evaluation of exactly what the objectives are, and what type of organization is best suited to care for the new venture, that has characterized the twentieth century. In this respect, the Catholic schools have too frequently followed in the steps previously taken by the public officials and educators.

Higher education presents somewhat the same picture. Older academies were extended to include college work and new institutions were founded to satisfy the popular demand of more education, especially that which granted a degree. Today about 200 colleges for men and 100 for women are under the control of various orders and dioceses in the Church. During the year 1932-33, they had a total enrollment of approximately 116,000 students. This is a tremendous increase in numbers, most of which has come since the turn of the century.

The position of the Catholic colleges or universities is unique in that they are the only ones (aside from some seminaries) that could be strictly called denominational. The earliest colleges in the country were all founded by groups of like-minded religious people, and in most cases their first purpose was to provide for an educated ministry. Today, despite the fact of an origin in religious motive and endeavor, practically no college except a Catholic one should be called a denominational college. Such an institution, let us say, is called a Methodist college. That means it was founded by Methodists, aided financially by them, the majority on its faculty may belong to that denomination, but it has probably long since ceased teaching Methodism. Rather boastfully, as a matter of fact, this contention has been made by an official of denominational colleges, as an indication of progress. They are no longer so "narrow" as to inculcate devotion to a particular religious faith, and are engaged in broader humanitarian projects.¹ The Catholic college, on the other hand, is still as aggressive, probably more so, today in expounding and propagating Catholicism as it ever was in the past. The renewal of religious life in Catholic colleges and universities is one of the most striking developments in higher education in this country. The philosophical, literary, and spiritual renaissance of Catholic culture is finding worthy expression in these institutions, although there remains much room for further development.

Planning the Future

With the foregoing considerations in mind, the question may now be asked, What does the future hold in store for Catholic education in this country? To make any attempt at prophecy is fraught with danger; we move with such kaleidoscopic changes that one hesitates to predict the morrow. And yet, despite this hazard, it is the very essence of intelligence to arrange conditions in harmony with a well-conceived plan. American education, and Catholic education as a part of the larger whole, has all too frequently, like Topsy, "just growed." Conditions have forced this on Catholic education. In order to win support and adherents it has had to conform to patterns set by non-Catholic agencies. To maintain this is not to agree with the reflection of the dark pessimist who insists that we have no system of truly Catholic schools, but only state schools plus religion.

The economic conditions have had at least the one wholesome effect of reviving our critical insight. Edu-

cators and the public are not nearly as gullible as they once were. We have come to realize that the much advertised faith of the American people in education has been at times a very blind faith indeed. And if we are told, quite truly, that the only way out of disorder and collapse is education, we are also beginning to realize that it is not just any education that will save us, but that the right education will, and further, that it was the wrong kind of education that helped bring upon us the ruin we now try to repair. Only, however, on the basis of our present system of education can we plan for the future. We must begin *in medias res*; we cannot scrap what has come to the present, but we can modify it and build upon it a more satisfactory structure than exists now.

With the present system as a basis, therefore, the following prophecy is ventured as to what will be the main developments in Catholic education in the future.

First, there will be renewed and intensified efforts to care for the 50 per cent of Catholic children of elementary-school age who are not in Catholic schools. Only the halfway goal has been reached in parochial enrollments. That means wherever parochial schools are lacking at the present time, they must be built, in accordance with the decrees of the Third Plenary Council of Baltimore. It is idle, to imagine that this condition will be reached in the near future. In those sections where the Catholic population is sparse, a parochial school will be an impossibility. To provide for children living in such regions, compromise plans must be established. The splendid work being done by the Catholic Rural Life Conference is an example of what will be done on an even larger scale. Vacation schools, after-school religious instruction, and similar emergency measures will be conducted in many places where they do not flourish at present. Much use will be made of the services of college students, seminarians, and lay adults, as well as religious and priests in serving those in thinly settled sections of the country. On those instances where the children are attending other schools even when Catholic schools are available, the reasons for such attendance must be discovered, and the proper action taken. In many cases it is merely ignorance and lukewarmness, and parents must be educated to support intelligently the parochial schools.

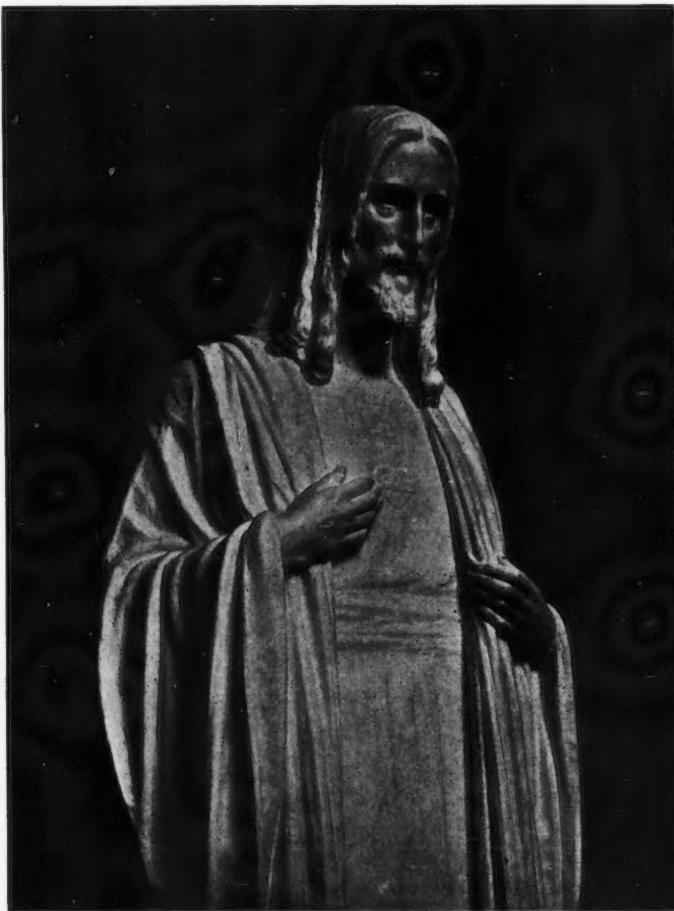
Secondly, the poor boy and the poor girl in the future Catholic school will be given a wider and more accessible opportunity than he has at present. To be sure, it is the exception where a poor pupil is denied the opportunity of education even now, but it too often savors of charity (in the unfortunate sense of the word), and hence many are deterred from continuing in Catholic schools. The public elementary schools were a long time in becoming free. Tuition charges, rate bills, taxes for supplies, for fuel in the early days, were commonly levied against parents who had children in the schools. The Catholic parochial schools are still in that stage, in many instances. We must look forward to the time when Catholic elementary education will be entirely free. In the case of the secondary school the pupil who is poor financially but capable scholastically must be given every opportunity of continuing his Catholic education. For this reason, there must be a new and improved method of financing schools, especially the elementary. It has recently been proposed by Dean Francis M. Crowley, that the plan of financing parochial schools must be national in scope. This is the method of support for the Catholic University of America, a project certainly no more national in helpfulness to the Church than elementary schools. "The State pays for the education of the children of the State" is a slogan that was widely used in the propaganda to achieve a completely free system of public elementary

¹Kelly, R. L., Secretary of the Council of Church Boards of Education, in *School and Society*, 33:409-11, March 21, 1931.

schools. Might we not advocate that "the Church pays for the education of all children of the Church"?

If the plan of financial support is not to be national, certainly it must be diocesan. The burden is too great and inequitable for the individual parishes to care for.

many Catholic teachers and administrators. The crudities and near-quackery of much in modern education are patent to any who are critically minded, but so too did almost every other science display these unbeautiful characteristics in the days of its infancy. In spite of all



The Sacred Heart of Jesus — From a photograph of a statue by the Tchéque-Slovaque sculptor, Ignaz Weirich (1856-1916) — Copyrighted

It transcends parish lines. In a recent conversation a Nun who teaches in a large girls' high school in a prominent midwest city, remarked that in her class of some 40 pupils only two were members of the parish that supported the school. Several of these who lived elsewhere received financial support for their tuition charges from relief funds established in the school. Here was plain evidence that the financial burden must be assumed by a larger unit than the parish. In this particular instance, the prestige of the school draws pupils from beyond the parish boundaries. And here too, despite the existence of a diocesan high school, this institution alone could not care for all who would be potential students there. Such a situation exists in many dioceses. In many, likewise, it is even more aggravated where there are no diocesan high schools.

The Science of Education

The third trend has to do with the study of education as a science. I venture that the future will see a wider and at the same time a more intelligent use of the products of the scientific study of education. Inasmuch as the experimental study of education has flourished most in non-Catholic institutions, it has been viewed askance by

its false boasting, it is increasingly clearer that the modern study of education is getting results; it is the acme of conceit to delude ourselves that we can progress in education merely on the basis of experience and philosophy.

Catholic education in the future will, therefore, achieve a happy and fruitful combination of sound philosophical principles and exact techniques. The non-Catholic educator frequently enough has the techniques but fails to properly interpret and employ them; the Catholic educator, too frequently, has a sound philosophy but is ill-equipped with techniques. And although philosophy is far more necessary than the science, the joining of the two would be most satisfactory. Special education of all kinds; the treatment of the handicapped child; the building of varied types of curricula; the construction of tests; the methods of teaching to use—in all of these matters science has an important contribution to make.

Reorganization

In the fourth place, it is becoming more evident that there will be a reorganization of the Catholic-school system. In this connection two facts should be kept in mind: first, the movement for the reorganization of the

public-school system, that began at the turn of the century and that brought the junior high school, never appreciably affected the Catholic schools; secondly, there is nearly universal agreement among educators that elementary education should be completed in six years. It is not necessary here to go into all the ramifications of these two points. The old so-called "eight-four" plan, of an eight-year elementary and four-year high school was developed more by chance than by forethought. About half of the school systems in the country have adopted some form of reorganization of schools, with a shorter elementary and a longer secondary period. Curiously enough, the early Jesuit secondary schools in this country gave a six-year course, but in time conformed to the American pattern.

It is also recognized that the high school is the weakest unit in the scheme. Beginning as the peoples' college, with an academic curriculum, it has cut down, modified, turned about, and gone through the gamut of gymnastics all in the name of blessed democracy. But at most the result has been a hodgepodge. No man can serve two masters, but this was what the high school tried to do.

If Americans are committed to the ideal of universal secondary education it means that we must provide different types of secondary schools. The student who is bound for college should get the best preparation possible; the one intending to enter business, likewise should receive what is best for him; and so with all students. This is difficult, if not impossible, under the cosmopolitan, general high-school program. Many practical arguments may be advanced against such a change, but the principle appears sound.

In connection with the fifth prophecy, I should like to quote from a recent publication of Dean Edward Fitzpatrick, of Marquette University:

Some day there will be co-operation of all agencies engaged in Catholic education on all levels—the bishops and archbishops, and their diocesan superintendents of schools; the religious orders of priests, brothers, and sisters; and the institutions themselves (Catholic universities, high schools, and elementary schools)—and in that day lay people will understand better and render greater opportunity for support which the Catholic school system offers.²

A better understanding of what all are doing in Catholic education will be achieved. Excellent journals are now disseminating such information more widely than ever before. More knowledge thus leads to greater understanding and appreciation. More Christian charity, the real basis of all co-operation, will be present. A healthy rivalry is not without its value, but it becomes a danger. Allocation of tasks, of fields to tend will serve to reduce overlapping and wasting of efforts. Lay people will become more active in Catholic education. They will not only pay the bills, but have an intelligent interest and proper attitude toward the whole enterprise, and they will not wait in vain for the Catholic school program to be interpreted to them.

Simplifying Control

An illustration or two will indicate the simple but effective co-operation that should prevail. Almost every teaching community provides a supervisor for the teachers of the community, who observes the work being done, and makes suggestions and recommendations. In a given city such a supervisor may have one or a few schools to visit, and they may be located far apart. Near each of them, however, may be schools teaching the same subjects but conducted by members of another community. Simple economy would suggest that supervision might

²Editorial in THE CATHOLIC SCHOOL JOURNAL, Vol. 33, page 167, July, 1933.

be done on a geographical basis, and since the diocese is such a basis, that it be diocesan. And so it has come to be in several dioceses, but these still are a small minority.

Again, in the matter of research done by advanced students, co-operation should effect more complete knowledge of what researches are being made in various schools. The federal reports on research projects are admittedly incomplete. The various schools might furnish inexpensive lists of works done to each other school so that there would be less duplication and more fruitful results.

Developing Standards

In the sixth place, it appears that we can look confidently to the time when Catholic education can establish its own high standards, higher and better than those in vogue in other schools. Up to the present, Catholic schools have been forced to conform. Too weak to set the standards they have been compelled to follow those set up by outside agencies. This was necessitated by their desire to win approval and standing, in order to attract students. This conformance has undoubtedly served a good purpose. It has been a stimulus to provide some facilities that might otherwise have been neglected. It has put into the discard the incipient cry of inefficiency leveled against some Catholic schools.

On the other hand, it has cramped the development of truly Catholic schools. They have not felt free to experiment and determine their own goals independently. The administration of the standards of accrediting agencies has frequently been rather wooden, so that the superficialities of education have been stressed to the neglect of the important essentials. It is far more important to put to wide use whatever books are in a school library than merely to have the library shelves well filled.

The consequence of this hampering influence has been the adoption of a rather negative and apologetic attitude on the part of Catholic school people. The desire has been typically expressed that Catholic schools "must not be inferior to" others. That attitude is no longer necessary or defensible. Independent pioneering is what the Catholic schools are now called on to supply. They must offer the best education possible, else there is little justification for their existence. Fortunately, a better day is dawning with respect to the accrediting agencies. The North Central Association of Secondary Schools and Colleges particularly is embarked on a qualitative rather than quantitative method of accrediting.³ This is precisely what Catholic schools have always contended for. Once such a program is in full operation the restrictive influences now experienced by Catholic schools will be largely destroyed.

Lastly, and most important of all, the future will see a more complete realization of the ideals of Catholic education. The clarion call issued in the Papal Encyclical *On the Christian Education of Youth* has served and will continue to serve to effect greater solidarity among all Catholics in understanding the purposes of Catholic education. The all-too-frequent belief that a Catholic elementary school is a public school to which is added religious instruction is giving way to a clearer and nobler conception. The lukewarmness often shown to Catholic secondary and higher schools will be dissipated by the principle of the Encyclical, that schools on all levels and in all subjects must be Catholic. Whatever else it may be, whether it is a classical, a business, or a trade school, the Catholic school must be a nursery of the Catholic view of life.

³That remains to be seen.—E. A. F.

Teaching by Appeal to the Imagination

Rev. James P. Montague, O.C., A.M.

(Concluded from the February issue.)

IF AS has been said, our mental images are the relics of our past experiences or are combinations which the creative faculty of the imagination evolves from the elements found in that experience, it follows that there are two ways in which we can cultivate the imaginative faculty. We can enlarge our experience thus providing source material for the creative faculty; or we can train the creative faculty itself so that it may be able to make the most of the source material at its disposal.

In Teaching Mathematics

As an example: Some of our modern texts in geometry start with the theorem, "The vertical angles formed by two intersecting lines are equal." The average pupil will find this statement puzzling because he has but a vague idea of what "vertical angles" and "intersecting lines" are. He will find it hard, therefore, to concentrate his attention on the component elements of the enunciations so as to be able to analyze the relation that exists between them. Now let the teacher put a diagram on the board illustrating a particular angle and the pupil will immediately understand what is meant by an angle. As his experience of angles grows he will be able to compare each new diagram with the visual image of other angles and he will be able to separate that element which is common to all from that which is particular to each. In this way he is enabled to arrive at the concept of an angle. Moreover, the more varied his experience of such angles, the richer will be his store of mental images to which he can have recourse when a new theorem dealing with angles is proposed. The same will be true of other geometrical figures. In each case the mental image will enable him to focus his attention on one particular case in which the general truth under discussion is exemplified, and by reflecting on the relation between its various elements he will be able to arrive at the abstract truth proposed.

But it can happen that even when a pupil has thus acquired an adequate store of images of the various spatial elements he is still unable to use them in proving a new theorem. When giving a test how often are we not requested to give the "diagram"? This shows that the creative faculty of the pupil's imagination is not functioning. He is unable to translate abstract language into terms of concrete images. He must be trained to do this. Let the teacher call the pupil to the board, then by judicious hints lead him to draw the desired diagram. The ability to do so is a great step forward in geometry, for we often find that once the pupil has succeeded in producing a diagram, he is enabled to formulate the proof. The training of the imagination is especially important in the study of solid geometry which, involving as it does, concepts of three dimensional spaces usually proves a stumblingblock to all but the brighter students. In the teaching of algebra, also, it can be utilized. Very often the mental image of the type expression

$$a^2 - b^2 = (a + b)(a - b)$$

will enable a pupil to recognize the difference of two squares in a given problem, and will thus put him in a

position for finding the factors of the expression better than any abstract rule.

In Teaching Literature

If the imagination can be made to play such an important part in teaching the abstract sciences, it can be still more useful in teaching the *appreciative* type. The enjoyment in reading a literary classic is to a great extent determined by the ability and aptitude of that particular work for bringing the pupil's imagination into play. If it can do this, the pupil will find it interesting. If it cannot, he will find it "dry" and distasteful. Hence, a "wild west" story will often appeal to a pupil where a classic work will leave him cold and apathetic. A pupil will interpret any work of literature in terms of his past experiences, the relics of which constitute his mental background.

In Teaching History

Probably in no subject of the school curriculum can the imagination be appealed to with greater advantage than in the teaching of history. History can be vitalized so that the events of the past live again and, as it were, enter into the pupil's own experience. Suppose we are dealing with the reign of Charles II of England. We can picture the actors in that period as does Scott in his *Peveril of the Peak* or Benson in *Oddsfish*. We can make them live and fight and intrigue as they did in life. This method gives the pupil a panoramic view of the period. His attention will not flag and on this account the details of the graphic description will register a deep and lasting impression.

Choice of Language

Where the pupil already possesses the imaginative elements necessary to construct a mental picture corresponding to a given situation it should be our aim to use such language in conveying our thoughts as will serve to recall those images. Graphic descriptions, the use of similes, comparisons — anything that will serve to connect the matter under discussion with his own experience — will have the desired effect and will stimulate the imagination to provide a picture corresponding to the object or event dealt with. On the other hand, words which are not understood and hence little apt to appeal to the pupil's imagination should be avoided.

If, however, the pupil is not already possessed of the necessary imaginative elements we must provide them. Thus in geometry we must preface our teaching by diagrams of the various spatial elements involved. For other subjects we can also produce maps, models, and pictures. Models in cardboard are especially useful in solid geometry. Better still is it to produce the real object under discussion or, if we cannot do this, then a photograph of it might be used.

This leads to a consideration of the use of pictures. In another article I ventured to doubt the wisdom of introducing pictures into our textbooks. Such pictures have been put there with the intention of making the textbook interesting to the student. The thoughtful student will often be enabled to get a better idea of the object under discussion from a picture or a photograph

than he could from a long description. Still, it seems to me that this is not the most effective way of using illustrations.

Novelty Conduces Attention

We are all aware of the fact that anything will make an impression on us in proportion as it is *novel* while things which are familiar to us often go unnoticed. Hence, Douglas¹ enumerates *its striking novelty* among the eight factors which operate in the selection of what shall be retained after once being experienced. The novelty of an object will serve to focus our attention on it, with the result that a definite and vivid image of it is produced in our imagination. "Anything is vivid to consciousness that is sufficiently attended to. Hence, the better the attention to an associated series of experiences the less frequently will it be necessary to repeat it in order to make it a permanent possession of the mind."² *In other words, novelty conduces to attention. Attention to the object observed is necessary for a lasting and vivid impression. And this in turn will lead to the permanency of the association between the idea represented by the image of that object and other ideas.* This would seem to be especially true if the original experience was tinged with some particular emotional tone.

But what actually happens to the pictures in our textbooks? When a pupil gets a new text his natural curiosity spurs him to turn over the pages in search of the illustrations. In doing so he gets a maximum of pleasure with a minimum of effort. The illustrations which are associated with a particular line in which the pupil is interested may receive a prolonged scrutiny while the others are hastily passed over. The result is that they have lost their novelty and with it their aptness for attracting the pupil's attention and consequently for making an impression on his sensory memory before he has reached that part of the text which they were to integrate and illustrate. Hence, there is less likely to arise that unit association of text content with the visual image which is of such importance. Now, suppose that instead of having the illustrations inserted in the text (I am speaking of pictures, geometrical diagrams, etc., which form an integral part of every text) the teacher is provided with the illustrations in sufficient quantity to give each a copy or with some mechanical device for projecting them so that they can be seen by the class. Then as occasion arises one of these illustrations can be shown. It will serve to hold the attention of the pupils. It will form a unit with the oral lesson which it integrates and illustrates. As such it will be stored away in the pupil's psychic reservoirs and when necessary it can be recalled and with it the associated ideas. By this method of using pictures we are enabled to produce that learning situation of which Morrison speaks as the prerequisite for successful teaching. What actually happens when the pictures form part of the text? The novelty has worn off the illustrations before they can discharge the function they were intended to discharge. When the pupil actually arrives at the point of the text they were meant to illustrate, he is tempted to exercise his ability as a lead-pencil artist. George Washington will receive a new pair of spectacles, Lincoln a flowing beard, and I have seen St. Charles Borromeo with a pipe inserted in his mouth. Of course, if supervision is strict and punishment keen the pupil in truly altruistic fashion will see that his decorative efforts are expended on his neighbor's books. In any case, what was intended as a help has become rather a distraction.

¹Modern Methods in High School Teaching, page 19.
²Cameron, Psychology and the School, page 113.

In Teaching Religion

If the imagination can be made to serve a useful purpose in teaching other subjects of the school curriculum, there is no reason why it should not be utilized in the teaching of religion. We have seen that all our experiences, and especially those which have a definite emotional tone, leave traces in our imagination. Anything that tends to the recall of one experience image will tend to call up the whole train of memories associated with it, including that of the emotional tone which often is so vivid as to reproduce the bodily resonance associated with it in our previous experience. Since the memory of our past experiences can have a vast influence in our later life and hence tend to give us a mental and moral "set" in this or that direction, the care and cultivation of the youthful imagination is of great importance. If his experiences in early youth have been of a healthy and ennobling kind, the imagination will be filled with clean, pure, and healthy images in later years. If, on the contrary, the pupil has been corrupted in his youth, the memories of his early, dissipated years will return to distract and even to tempt him at a more mature age. Only by filling the imagination with healthy and clean images will he be able to free himself from the influence which these memories of youth exert upon him. But, apart from the consideration of the importance of the imagination in regard to his moral life, it is still true that this faculty can serve a useful purpose in religious education. The pupil's mind works according to certain laws which are the same whether it apprehends the truths of faith or those of the secular sciences. In either case it will proceed from the concrete and particular fact to the abstract and general truth underlying that fact. Our teaching, to be successful, must recognize this. The starting point of our every explanation must be the pupil's *apperceptive mass*. We must take into account his mental background as determined by the individual's educational and other experiences. It is in terms of this experience that he will interpret our instructions. From this it follows that the terms we use must be those which are familiar to the pupil. And our choice of language will, to a great extent, be determined by the aptness of particular words for awakening the imaginative faculty of the pupil. Hence the teacher must ever be on the alert to see that the pupils understand the terms he uses. If he suspects that they do not, he must have recourse to analogy, comparison, similes, diagrams, and pictures until the desired result is obtained. The more definite and vivid the imagery produced by our words, the richer will be the emotional impression and the more dynamic their effect on the pupil's future conduct. Thus, if we seek to inspire our pupils with love for and devotion to our Blessed Lady we can choose no better or more effective way than to describe her as a mother who stands beside the Cross and ask them to imagine what we think would be the feelings of our own mother in similar circumstances. The word *mother* will bring up before each of the pupils one particular individual and the emotional effect will vary from one to another according to the memories which that image recalls. In any case, the vivid image of his mother and the representation of the group on Calvary which his imagination provides will serve as an admirable "construction of place" for further consideration.

Application to Contrition

In the same way we can bring home to the pupils a realization of contrition. We can give them a graphic description of the fall of St. Peter. We can present St. Peter as a rather fiery, self-confident, middle-aged man. He is impetuous, somewhat inclined to be boastful, has a peculiar accent or defect in the pronunciation which

enables the maid-servant to recognize him as a native of Galilee. "Thy speech doth betray thee." These details get the imagination "going" and we can add a grizzly beard for further realistic effect. Then we can describe the rash oath, the denials, the look of our Lord at St. Peter, how the latter, terrified, is afraid to meet our Lord's eyes, how he goes out, how tradition pictures him with his worn, red, tear-stained cheeks until finally he lays down his life for Christ.

In the meantime the pupil has not been merely passive. He has been busy making his own "movie" of the whole affair and it is going to remain with him, the product of his own activity. With the scene thus prepared by the imagination he is ready for further reflection. Now by judicious questioning we can bring out the various elements of contrition:

Do they think that St. Peter was sorry for having lost heaven?

Did he ever think of that?

Was it the fear of hell which made him sorry?

Was it some loss of money or anything of that kind?

Did he think that such a sin was ugly?

Did they think there was any other motive such as the love of Jesus?

Was this the chief motive? Would it be the best motive?

Did St. Peter resolve never to offend Jesus again?

Why did they think so?

By such questions the pupils are led to formulate for themselves the concepts of perfect and imperfect contrition, and they should now be made to learn the definitions of both. Apply them to St. Peter's sorrow. Then consider the sorrow of Judas.

So, too, in teaching the virtues, such as charity toward one's neighbor, our Lord's *Parable of the Good Samaritan* when prefaced by opportune remarks on the relations of the Jews and Samaritans will be found effective. The lesson can be made still more realistic by examples from Church history such as the life of St. Vincent de Paul, Blessed Joseph Cottolengo, and Father Damian, in which case it is wise to show a picture of them to the class.

By a judicious choosing of New Testament examples to illustrate the various doctrines contained in the catechism or to serve as a background for their explanation we can imprint on the fertile imagination of the pupil a colorful and vivid picture of the personality of Christ. We all know how much the career of Colonel Lindbergh appealed to the imagination of the average American boy and to what an extent his example has inspired many of our pupils with a desire of emulating his achievements. Now, who will deny that even from a natural standpoint, if properly presented, the character and personality of Christ are equally capable of appealing to the imagination of our youth and of awakening in them a desire of imitating Him. His manly courage, His frankness, His kindness to those in trouble, His spirit of unselfishness, even His display of just anger, if pictured in the concrete situation in which these qualities were displayed, are capable of making a deep and lasting impression on the imagination, memory, and character of the pupil. Of course, the ability thus to act on the imaginative faculties will depend on the teacher's own familiarity with the life of our Blessed Lord and this familiarity can be had by no other means than humble and prayerful meditation on our Lord's life as revealed in the pages of the New Testament.

Even in the explanations of the mysteries of our faith, of which we can have but an analogous concept, the imagination can be usefully employed. Thus in explaining the mystery of the Holy Trinity we can have recourse to analogies. For instance, the one and same substance

may be in the form of liquid (water), solid (ice), or vapor (steam). Or again, we may employ the three-leaf shamrock in which three elements enter into the constitution of one and the same shamrock. Or again, we can put the diagram of an equilateral triangle on the board. The pupil will see that three equal and distinct lines form the one triangle. From these concrete examples, we can by pointing out their limitations bring the pupil to an analogous concept of this mystery.

The Effect on Character

The purpose of these remarks, then, has been to draw attention to the fact that the imagination while it is the faculty which is especially active in youth, at the same time exercises a great influence on the life of the adult. By seeking to reach the intellect through it we are enabled to create the ideal learning situation necessary for effective teaching. At the same time we are enabled to reach the dynamic fountains of the feelings and emotions. These when subject to our reason and will illumined and strengthened by grace can be made useful auxiliaries in our pursuit of our final end. Thus, we can help to bring about that "balanced personality" which is the aim of all Christian education.



AN EDITOR'S PRAYER

When the galleys are strewn around us,
And the dummy is due tonight,
When a proof is lost amid manuscripts tossed,
And there's something still to write;
When we sit at the keys, bewildered,
And all inspiration fails,
Then share the balm of thy heavenly calm,
Good St. Francis de Sales.

When an author forgets his promise,
But the printer remembers ours;
When copy is shy till the hurry is nigh—
And then when it comes in showers;
When we don't catch sight of the misprints
Till the issue is all in the mails,
Then keep us whole, in body and soul,
Brave St. Francis de Sales!

When our pet idea is borrowed
(With never a credit line),
When the readers resent what nobody meant,
And when mailing lists decline;
When we're tempted to write in acid,
Forgetting our Thabors and Grails,
Then bind our hands in charity's bands,
Sweet St. Francis de Sales.

When all in a day, they call us
Too pious, too worldly, too loud,
Not up to the knees of the Ph.D.'s
And over the heads of the crowd!
Or (worse) when we think we're weighty,
That the world before us quails,
Oh, keep us sane, and pleasant and plain,
Wise St. Francis de Sales!

When the very last run is printed
And the pens and presses are stilled,
And the editor's "We" is the soul of me,
By the dread of judgment chilled,
May some word of mine that was fruitful
Be found in the fateful scales—
So aid all men who wield pipe and pen,
Great St. Francis de Sales!

—Nancy Poo

EDITOR'S NOTE: The above poem appeared originally in *The Far East*. The petitions are addressed to St. Francis de Sales as patron of editors.

Methods of Art Teaching for Upper Grades *H. Francis James, M.A.*

BY THE time this article will be in the hands of teachers, school will be closed and everyone will be enjoying a welcome change and a rest. Yet since rest simply means a change of work, of environment, and since a progressive teacher cannot be content to do nothing but exist, but must think of improving himself, now is the time to think of means by which one may become a better, a finer teacher.

A Students' Vacation Project

First, it seems best to review briefly what might be best exercises for the closing month of the year; namely, the month of June. It is mentioned in the *Course of Study in Drawing and Applied Art* (Archdiocese of Chicago) on page 74, that at some time during this month the children should be taught to increase their appreciation of and their ability to use color facts and art principles with a fair degree of accuracy. This would indicate that some problem both interesting to the children as well as to the world at large should be so presented that all would find in the problem an element of intriguing pastime. On page 33 of Book 8, *Practical Drawing Correlated Art Edition*, there are two very striking illustrations: these represent at the bottom a wretched, seemingly abandoned, vacant city lot, where refuse is dumped and everything is allowed to decay and remain broken, and immediately above that all-too-common, unsightly plot of ground, there is shown how this place may be made into an inviting little park! And all with the help of school children!

At first glance this would seem impossible of accomplishment, but let us think of some way to intrigue the boys of the class and to make capital out of their combined efforts at creating a small park, a croquet court, marble or tennis court, or a training field where boys could do broad and high jumping. Perhaps a swing

or two or a horizontal bar might be installed. There is another phase of indoor sport which has been taken outdoors in one instance which I have seen, that is most unique. In the picturesque and beautiful little city of Sandusky, Ohio, located between clumps of shrubbery in the city park, there is an outdoor checkerboard! The board is made of concrete blocks of alternately a light and a dark gray. The boys of the community could be interested in pooling their resources, their scant savings, or in starting a campaign among the business men of the town, and so acquire a small sum of money with which to purchase a few sacks of cement, a little sand, a dark-gray or red dye with which to dye half of the blocks. The forms for the cement blocks could be made by the boys, and under the supervision of the teacher or a local carpenter, the cement blocks could be made. After a vacant plot of ground is chosen, or some corner of the school grounds set aside for this purpose, the square for the checkerboard should be laid out and the thickness of the cement tiles excavated so that when the blocks are laid, they will be flush with the surrounding ground. This scheme would call for a bench or two, and for the checker-men — which could be plain round flat pieces of wood cut out with a band saw.

In Sandusky, Ohio, this outdoor checkerboard is always occupied, and all day long (so it seemed to me) there were players enjoying themselves to the utmost — both men and boys. As for spectators, the benches were always crowded, to say nothing of the scores of those interested onlookers who stood about audibly expressing themselves as to the merit of this or that player. (Fig. 1.) Do not wait for the city elders or the civic improvement committee to make a public playground — with its supervised games; set the boys to work at something they will take a pride in and enjoy. Have them change a disreputable-looking corner into an outdoor club park.



Fig. 1. Outdoor Checkerboard in a Downtown Park at Sandusky, Ohio

A Teachers' Vacation Project

Now as to the way to become a finer, a better equipped and more brilliant teacher! There is one certain recipe for this attainment — very likely more than one way — but I shall suggest one sure way in this article. It is to determinedly set aside fifteen minutes every day for the entire summer session and practice and practice and practice — at blackboard drawing. It is really inconceivably simple, requiring absolutely no talent or genius of any sort. Ability to make interesting chalk drawings upon the blackboard will come easily, and will come just as surely as night follows day. I have taught many classes of beginners — and I know.

It is useless for me to even mention that nothing is ever produced without work, without constant practice, but when the reward is so great, when a wide-eyed, interested, appreciative audience is always at hand, what greater incentive could be desired? Without an appreciative audience or public, no artist ever exists, and I assure you that if you follow the few following exercises, you will be surprised and delighted at the ease with which you will soon be able to make enlightening sketches which will both delight the children and enable them to remember more readily the facts you graphically represent. In these modernistic times, no one ventures to criticize the exactness of a drawing; one really designs shapes which are suggestive of whatever he may have in mind, and for the rest, he uses his imagination!

The first requisite for the acquiring of skill in any line of endeavor is to procure good tools. Therefore I would counsel all who wish to become graphically as well as verbally good teachers, to make a few inexpensive purchases: namely, an assortment of small round white chalks, a few round colored chalks, small square colored chalks, and an assortment of large round chalks.

Now make up your mind to set aside fifteen minutes every day, and begin to play! Here is the first step: Practice making squares and rectangles using four sweeping lines; each side should be made with one stroke. Never mind if the lines are not straight — never mind if they wobble — erase and start all over again, but make the entire motion several times from left to right and from top to bottom without touching the blackboard.

The subject is the first thing to think about; suppose it is a simple scene on the Kansas prairie (where I happen to be at the moment). Let us compose this scene (this is called "Composition") and divide all parts of the landscape in different parts or shapes. When one reaches the top of a slight slope, one sees fields and low valleys stretching to the horizon. Make each shape different from its neighbor. Near by there is a road winding northward, and at the side there is a scattering of low scrubby oaks, repeated in the distance. So much for the thought to be graphically expressed; now let us practice at the strokes necessary.

It might be well to suggest that the piece of chalk, a new stick of small, round, white chalk should be prepared for blackboard use, for just as tools for wood carving must be sharp, so should chalk be rubbed and rubbed on coarse paper or a piece of rough wood until it is wedge shaped. Now holding the chalk easily and lightly, make a line — a rather irregular line with the edge of the chalk, rolling the stick of chalk slowly between the fingers, sometimes bearing quite heavily upon the blackboard, and sometimes barely touching it (*a*, Fig. 2). Make a number of such lines — just as a musician practices the scales, and learns to use the loud and soft pedals. These lines are called "varied lines" or those having character. Next, with the chalk remaining upon the blackboard, make a few vertical strokes, again alternating with the weight of your strokes so as to have character, and this time think of trees — heavy trees, light trees. Then

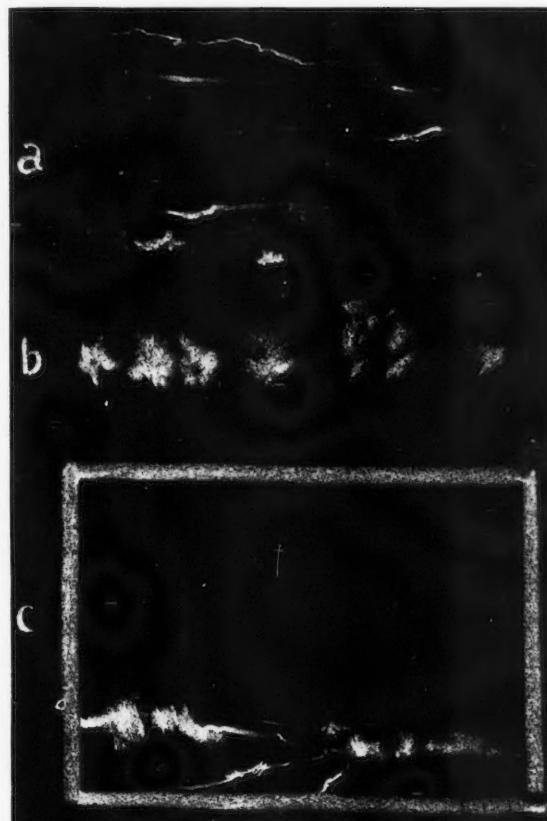


Fig. 2. Blackboard Drawing Practice

you will add a few thick lines to suggest trunks. It is well to make these practice exercises upon black construction paper, size 12 by 18 inches. Make up your own composition — make several compositions (these are sometimes called "thumb-nail" drawings), and then begin upon the blackboard. Notice that the lines, the horizontal lines, denoting the hills in the distance are made very much lighter than those lines made to represent the hillside in the foreground at the bottom of the drawing (*c*).

If in your final attempt, you have succeeded in showing accent (shown in *a*); if you have made all the shapes of different sizes; if you have lightened your strokes in the distance, you have many of the elements of a well-composed picture, and with a little practice you will be able to picture desert scenes and mountain scenes with equal readiness, which will give you the stage where later you will introduce figures that seem to live in such places.



A PARISH-CHURCH PROJECT

On March 10 to 14, the high-school students of the Spiritual Leadership Union of San Antonio, Texas, presented at the Central Catholic High School a unique program called a Parish-Church Project.

Printed maps outlining the parish boundaries of the city were distributed. The first part of the program developed the theme "The Parish Church, a Powerhouse of Personal Holiness"; the second "The Parish Church, Center of Catholic Action." In the first section, several students discussed "The Parish Church, Scene of Personal Holiness" and "The Pastor, God's Instrument in the Sanctification of Souls." Parish organizations were featured in Part II, the various societies being discussed by individual students.

Appropriate musical numbers added dignity and charm to the program, especially the Liturgical Chants by St. Mary's Boys' Choir. Rev. Cyril M. Kuehne, S.M., presided and gave an introductory address explaining the nature and purpose of the project. A proper setting was then given in a talk by a pupil, entitled "The Parish, a Miniature City."

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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Learning From "Amateur Night"

Every teacher should "listen in" on Major Bowes' "Amateur Hour" every Sunday evening beginning at eight o'clock E.S.T. It advertises Chase and Sanborn's dated coffee but it is a significant educational event. It advertises its product, and at the same time renders a great public service. That service is the revelation of neglected talent that exists and the finding of some recognition for it. The idea has very much richer possibilities than have yet been utilized.

The teachers "listening in" must be struck in the first place by the existence of genuine talent in what we assume are unlikely places. This garbage collector or that barber, this carpenter or that steeplejack may have the voice of a Caruso or a Tetrazzini and add joy to the lives of thousands. Radio voices that we hear every week do not have the charm or quality of some of these amateurs. And one hears occasionally the tragic note of secret ambition joined with hard work over years but no opportunity. After listening to these programs the teacher will never make the mistake that the developed talent is all that there is. There is in every walk of life potential talent not only

in music, but in art, in science, in mathematics and literature if we had the wit to recognize or knew the means to develop it. Never believe that the actualized talent is all there is. There is a great deal of potential talent never developed, or neglected.

Full many a flower is born to blush unseen
And waste its sweetness on the desert air.

One suggestion for this present program may be made. While there is great ability available in the New York area, some of the programs should be broadcast from studios in other centers—Chicago, New Orleans, San Francisco or Seattle—so as to stimulate persons of talent available in these areas who do not have the fare to go to New York. In any case, by such a plan a larger public service would be rendered.

This amateur hour suggests other thoughts, too. The new leisure creates the demand for new artists in every field of entertainment and instruction. We need teachers who will stimulate the creative potentialities of our people. The state or private individuals or co-operative societies should follow the example of Major Bowes, and in a kindly, sympathetic way locate this potential talent, develop it, and utilize it in a cultural program for a higher and better America. The apparent availability of talent makes unnecessary the preposterous salaries that are paid to our present "stars" and entertainment entrepreneurs. Civic opera houses, civic little theaters, civic stadia, civic theater and opera companies, civic museums utilizing this newly discovered talent might bring our adult education—a real national need—to a level consonant with American idealism and the American destiny. In some such constructive way, too, the Church might restore its prestige as the Mother of Learning and the Mother of Art as well as the Mother of Saints.

We congratulate Major Bowes, the Chase and Sanborn Company, and the National Broadcasting Company for this significant educational enterprise.—E. A. F.

Catholic Aspects of History of Education

We have often felt the isolation of Catholic and non-Catholic scholars in the field of Education. This is true particularly in the field of the history of Education, where there should and could be more co-operation in an objective presentation of the historical facts. It was, therefore, with a great deal of pleasure that we noted in Eby and Arrowood's *The Development of Modern Education* two specific chapters given to Catholic Education—"The Catholic Reformation in Education" and the "Development of Catholic Education in the Seventeenth Century." We were glad to note, too, in Curti's *Social Ideas of American Educators* a specific chapter given to Bishop Spalding as a Catholic educator.

The Catholic universities, and graduate schools in particular, should in their research emphasize those Catholic aspects of education which are neglected in the general discussions. They should make available to the non-Catholic scholar who may not be interested in, or may not suspect the Catholic achievement, research work of a high order which he cannot afford

to neglect in the interest either of his ideals of scholarship or of his devotion to truth.

It is interesting to note incidentally in this connection the increasing recognition of Bishop Spalding. The inclusion in Curti's book, of course, is significant. The inclusion in a European book on Education, like DeHovre's *Catholicism in Education*, of Bishop Spalding as a leading exponent of Catholic education in America is still another indication. We have ourselves, planned a volume in the Marquette Monograph Series on Bishop Spalding as an educator, together with a series of excerpts from his work, illustrating his educational theory.—E. A. F.

Teaching Bible and Church History A Preview

If one really wants to understand an institution, it is well to know its history—the history of the conditions of its life, and the history of the life of the institution itself. This is true also of a man. It is especially true of the God-man Christ, and of the institution He left to continue His work in the world. For that reason, Bible History and Church History should be, at every level, a part of the study of religion in order that the practice of a religious life may be more intelligent and a more willing service to God.

What is called Bible History is the history of God's relation with man before Christ came. It is an anticipation of Christ, the Redeemer of men. It is the prophecy of Christ. Its Messianic character is what makes it especially significant for Christianity. This indicates the principles for the selection of topics and for the emphasis of topics in the history of the Jews. The record of this history is contained in the Old Testament and children should be made to understand that the source of Bible History is the Old Testament. The teacher should read from it occasionally in class and should give the child some accurate account of its forty-five books.

Just as Bible History is the preparation for the coming of Christ, so Church History is the story of His human life and His Mystical Life in the Church since the first Pentecost, or should we say from Holy Thursday, or the day the first Apostle was chosen. The history of the Church is the continuation of the Life of Christ in the world. It is the record of the Mystical Body of Christ. It is this, from the educational and religious standpoint, the child must understand, not merely a succession of rulers called the Papacy, or a succession of historical events more or less external in character. The statement of St. Jeanne D'Arc should guide the teacher: "It seems to me that our Lord and the Church are all one; you ought not to make a difficulty of that."

The biographical approach to both Bible and Church History is peculiarly in accord with the need, experience, and capacity of elementary-school children. The providence of God can be appreciated by them as it is manifest in the lives of the saints and of the popes, and of the great laymen, better than a presentation in any more philosophical or theological manner. About the concrete lives of the individuals studied, the history of the epoch and the trend of the

life of the Church may be indicated in a way understood by the child. The selection of characters representative of the life of the Church is a major problem, and a deep insight into the life of the Church is essential for appropriate selections. Here is an excellent illustration of the need on the part of textbook writers, curriculum makers, and of the classroom teacher of wider knowledge, deeper insight, and philosophical understanding, if we are not to violate a principle underlying our whole discussion; namely, at no stage shall the child learn anything that he shall need to unlearn later, nor the teacher teach anything which will have to be corrected or revised in later stages of the child's development.—E. A. F.

Booklets in Religious Instruction

One of the most useful supplementary activities of children in the teaching of religion is the booklets. They reinforce the instruction. They give the child an opportunity to do an individual thing—his very own. They provide informal opportunities for drawing, painting, and composition, and for making collections of materials of various kinds. Each child may make his own contribution to the work of the class, and each benefits by the work of all. This is a superior method to ready-made booklets or workbooks.

These books will sometimes be made of wrapping paper or colored or white paper folded several times into a booklet. The color will be appropriate in its symbolism. Sometimes these booklets will consist only of pictures, or of pictures with titles merely, or descriptions of the situations, or their meaning. Sometimes in a doctrine booklet it may consist of simple statements of doctrine. In any case the booklets will be most effective when they are integrally related to a plan of instruction, and not merely stunts or activities.

The possibilities and scope of booklets in a plan of religious instruction is the list suggested for the first three grades.

Grade 1

1. A Creation Booklet	6. Obedience Booklet
2. An Angel Booklet	7. My Friend's Booklet
3. Madonna Booklet	8. Childhood of Jesus Booklet
4. Star Booklet	
5. Jesus' Home and My Home	9. My Mass Booklet
	10. My Gift to Jesus Booklet

Grade 2

1. Angel Booklet	6. Resurrection Booklet
2. I Believe Booklet	7. Appearance to Disciples Booklet
3. Miracle Booklet	8. Mission Booklet
4. Parable Booklet	
5. Penance Booklet	

Grade 3

1. My Soul Booklet	(Baptism, Communion, Confirmation)
2. Commandment Booklets	6. My Prayer Book
3. Vocation Booklet	7. Spiritual Garden Booklet*
4. Mass Booklet	
5. Sacrament Booklets	

*For detailed suggestions regarding these booklets and how they grow out of the religious instruction, see Manuals for First, Second, and Third Grade of the *Religion-in-Life Curriculum*.

Citizenship Training Through a Classroom Organization

Fred A. Dickeman, B.S., M.A.

Editor's Note. The following exposition of the author's method of teaching citizenship was presented at a conference of principals and teachers of the Milwaukee public schools. The author is a vice-principal in one of the Milwaukee schools.

A CLASSROOM organization where the entire class is organized into a Civic Club with its usual officers, committees, etc., provides an excellent opportunity for citizenship training. Through such a club the usual activities and responsibilities of the classroom can be used in the development of civic qualities and in preparing for responsibilities which the individual must shoulder with respect to the group. It provides a means by which these qualities of citizenship can be carried over permanently into the life of the child by giving him an opportunity to "learn by doing."

Civic Goals

There is much knowledge concerning our country and its laws and government which a citizen, old or young, should have. All of this knowledge cannot be taught through a Civics Club; however, we must remember that true citizenship consists not merely of knowledge, but includes participation in an active society as well. Through the schoolroom activities utilized in the Civics Club there is an excellent opportunity to impress upon the child that good citizenship is active, not passive, and that the good citizen is always alert, and ready to do his best for the general welfare of the group. In order to train effectively for this kind of citizenship which can come from our civics clubs we should have in mind a few definite objectives or goals to work toward.

A number of suggested citizenships and civics goals toward which to work through a classroom organization are:¹

1. Ability to participate in and to lead group activities in simple parliamentary form.
2. Co-operative and courteous spirit in all class and school activities and functions. (Co-operative spirit: A willingness to subordinate personal desires and interests to group interest.)
3. Respect for the rights, privileges, and opinions of others, both in and out of the group.
4. Full recognition of the value of one's rights and privileges as a member of the group. (Appreciation of citizenship.)
5. Respect for, and willingness to conform to, the wishes of the majority in the usual school activities.
6. Willingness to accept responsibilities and duties when able to, and when called upon to do so, and to carry and execute such faithfully. (Dependability.)
7. Arouse interest in, and create understanding of, civil governments (the need for, the function of, and the "mechanics" of) by organizing class and school management along similar structures.
8. Ability to read widely — on even controversial matters — sift carefully, and report courteously, with a view to finding and using information about civil governments, including the extra-governmental.
9. Ability to recognize the need for delegating authority. (Committee action and representative government.)
10. Ability to recognize the need for choosing the best talent for necessary group service. (Public Office.)
11. Appreciation of, and respect for, common (public) property.
12. Ability to honestly handle and wisely spend common funds. (Full recognition of the need for, and place of, finances in any group activity.)

¹These goals were worked out by William C. Knoelk, Assistant Superintendent of Public Schools, and Emil F. Faith, Elementary-School Principal, Milwaukee, Wisconsin. Mr. Faith is the author of a citizenship book in the process of publication.

These goals are not intended to be all-inclusive and are not placed in any particular order of importance.

13. Develop qualities of leadership by sponsoring class and school functions and programs.

14. Ability to participate in and to lead regular daily class discussions in an orderly and courteous manner.

Achieving the Goals

With these goals in mind, the classroom organization takes on a real purpose and becomes the means through which these and other goals can be achieved. In order to illustrate specifically how one may work toward a few of these goals allow me to refer briefly to the work of a Civics Club which happens to be in my 8B class at the present time. This class decided to have the following organization:

Officers:

1. President
2. Vice-President
3. Secretary
4. Treasurer

A Common Council

Committees:

1. Program Committee
2. Constitutional Committee
3. Health Committee
4. Room-Service Committee
5. Bulletin-Board Committee

Special Duties:

1. Attendance Officer (to take roll and keep teacher informed as to why pupils are absent)
2. Plant Supervisor (to take care of plants in room)
3. Librarians
Recreational Reference
4. Line Cadets (2; a boy and girl)
5. Line Leaders (2; a boy and girl)
6. Basketball Monitors (2)
7. Window Monitor
8. Drawing-Supplies Monitor
9. Projects Monitor (to take care of, and properly display, history projects which the pupils make during semester)
10. Ink Monitor (to keep the ink wells supplied with ink)

This organization provides some duty for every member of the class. As a result the children are given responsibilities and taught the value of co-operation. In addition, some of these special duties have possibilities beyond developing purely civic qualities. Some have the possibilities of motivating and developing individual hobbies which may lead to avocational interests in later life. For example: I have in mind the boy that was chosen by the class to take care of the plants in the room. He is a boy whose hobby is nature study. Through his special duty he is given the opportunity to carry on his hobby in the schoolroom. The other day he asked if he might bring some spring flowers when they arrive and tell the class some interesting things about them. Naturally, he was not only given permission but encouraged to do so. At the present time he is building flower boxes and is starting certain bulbs and plants so that the class may observe the different stages in their growth. Here is an incident where a boy is not only being encouraged in a worth-while hobby but is getting the rest of the club tremendously interested in it as well.

The council, as the legislative branch of this club, provides a means by which the children gain much civic knowledge. For example: When the class chose their council, each row of pupils represented a ward from which was elected an alderman whose duty it is to represent them as a member of the common council, thus they became familiar with how members of our own city council are elected.

The council legislates only on the practical problems of the club, such as playground rules, regulations regarding cadets, etc. The council also works in co-operation with certain committees, such as the health committee. For example: It was the first duty of the health committee to draw up a number of suggested health habits for the club. When these were written they succeeded in persuading an alderman to introduce them in the next council meeting. A council meeting was provided for during a health period at which time the chairman of the council opened the meeting in simple parliamentary procedure stating the purpose of the meeting. The proceedings were recorded by the regular secretary of the club. An alderman introduced the health habits for the consideration of the council. During the discussion that followed some rules were added, others were revised, and some were eliminated. Finally a motion was made and passed in the usual procedure that the approved health habits become the goals toward which all pupils of the club should work. The meeting was then adjourned, after which the class as a whole discussed the council action. Most of the class thought the council did a good piece of work; however, a few pupils objected to some of the health habits and suggested further revision. They were given permission to talk to the representatives from their rows and state their wishes; however, since they were in the minority they did not succeed in getting the council to take further action. Through activities of this kind the pupil is bound to learn much about the need for, and methods of, representative government, and also, that he must abide by the will of the majority of the group in which he lives.

The club is given about 30 minutes a week for its regular meetings. It is rather difficult to squeeze this time into the regular program, but we should be able to justify that much time under history, reading, or language, if the program is well planned. Perhaps the most important functional group upon whose shoulders rests the responsibility for making these meetings a success is the program committee. This committee arranges for about 15 minutes of the 30 to be given over to a discussion of current events. Under the supervision of the teacher they select one, two, or perhaps three of the leading current topics of the week. Someone is delegated to prepare and present each to the club, after which there is a sort of round-table discussion. Additions are made and questions asked. Many times these questions present wonderful opportunities for civic instruction. I have in mind an incident that occurred some time ago. The program committee had selected the Gold Decision for the current-event topic of the week. Along with the ruling of the Supreme Court, that what the United States did relative to the Gold Clause was constitutional, the fact was brought out that four of the nine justices did not agree in the decision and from their minority report (which was read) the class quickly gathered that these four justices were just as convinced as the majority, that what the United States has done, was unconstitutional. When it was opened for round-table discussion, one pupil asked the question, "What can the minority who are opposed do about what the United States has done?" Some members of the club explained that the decision of the Supreme Court is final and that if the majority rules in a certain way the minority must abide by their decision. This incident brought out effectively that in a democratic government we must have a respect for and willingness to conform to the will of the majority.

There are times when the program committee selects current-event topics which are even more controversial than the Gold Decision was. For example: A short time ago when the Roosevelt Administration had reached its halfway mark, the current-events paper gave a brief review of how the friends of the administration as well as the critics evaluated what had been done during this time. This was selected as the current-event topic for that particular week. During the round-table discussion that followed, the club, as you might know, engaged in considerable controversy. Some were in favor of the administration and some opposed to it. The discussion, besides encouraging deeper interest in our present social and economic problems, resulted in about 10 minutes of serious and thoughtful arguing. From the standpoint of citizenship training this presented a healthy situation, since only from frequent interplay of one mind or another can grow attitudes

of open-mindedness, willingness to listen, suspended judgment, a recognition of differences in point of view, an insight to the fact that one person isn't always right, and a realization that many problems can be settled by thoughtful discussion.

The program committee, through the help of the Club, also provides for special-day programs, such as Lincoln's and Washington's birthday, etc. Occasionally they are given permission to plan for an entertainment program. The committee under the direction of the teacher not only plans what the program is to consist of, but must delegate responsibilities, assign parts, see that they are prepared and properly executed. If matters are decided and knowledge gained through proposing, planning, executing, and judging these children are being adequately prepared for life, since conditions favorable to these experiences are set up.

The Civics Club can be used to arouse interest in, and create an understanding of, civil government by organizing along similar structures. Plans to do this sort of thing are listed in the Course of Study Outlines for seventh and eighth grades for the schools of the city. A person should be careful, however, not to carry an artificial organization over too long a period of time or it will deaden the spirit of the club. I feel that as soon as the class has experienced what the local, state, or federal governmental structure that one can teach through a classroom organization is like, they should automatically revert back to their natural club organization.

Conclusion

Through these clubs in our classroom the pupil receives practical experience in governing himself and others. He develops a responsibility toward maintaining order and the health and cleanliness of the group. He acquires the attitude of tolerant understanding and comes to realize that co-operation is necessary if the group is to accomplish anything worth while.

The Civics Club can contribute much toward the proper training of citizenship in a country like ours where the control of its citizens must eventually come from within and be self-directed. It gives purpose to activities and provides an effective means through which the pupil can achieve the many worth-while civics and citizenship goals listed earlier in this discussion.



LIVING LANGUAGE

To illustrate how language is being taught through use according to modern methods, Bianca Esch presents in the *Kentucky School Journal* descriptions of several classes she visited recently. The theme of her discussion is that teachers should get away from the cut-and-dried question-and-answer method. Here is a sample of the modern method in a second-grade class:

"This period might just as well have been called language, but it was scheduled as reading. The children brought books which they had been reading, to share with the other children. Eugenia chuckled with delight as she told how a letter which two children had written to their father followed him around the world. She read bits of the story and told much of it. The children asked her questions about the story. Many shared their stories in the same way. Comments were made about the illustrations, which were thoroughly enjoyed."

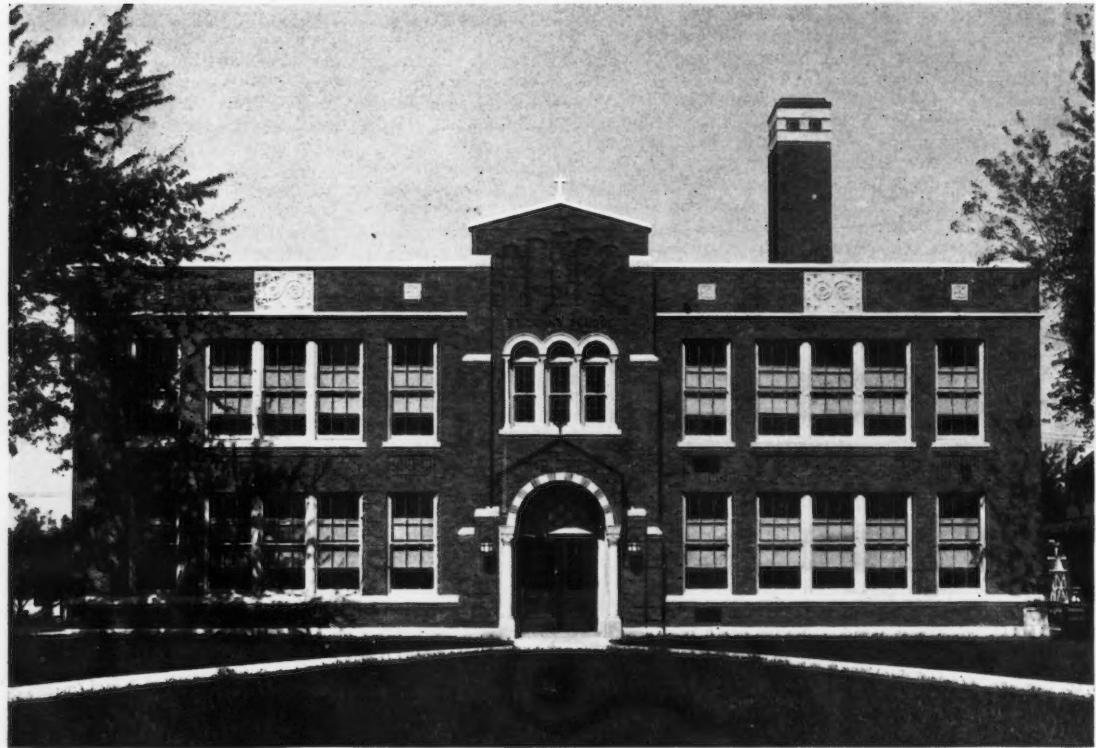
"These children were using language in a natural way — gaining the power of continuous discourse. There were many evidences of vocabulary growth; for instance, John used 'clamored loudly' several times in relating his story. This expression came from the story he had been reading. Other children were using expressions gained from their stories. If the children spoke indistinctly there was the usual, 'What did you say?' Enunciation and pronunciation were being improved. The teacher, several times, pronounced words for them."

"It would be unnecessary to analyze the situation as to exact language learnings. Language was not being taught, but evoked. Language power was growing through exercise, the teacher helping to refine its expression, and to make it more exact even during a reading lesson."

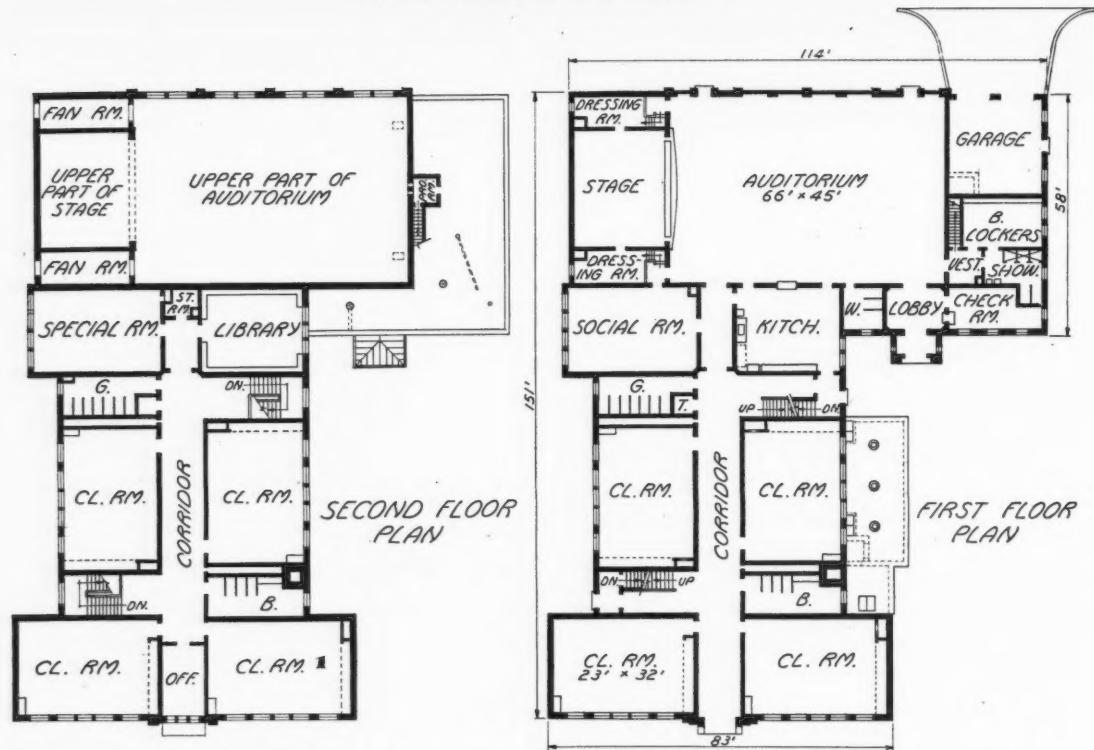
EDUCATION WEEK IN 1935

American Education Week will be observed during the week of November 11 to 17 in 1935. Approximately 4,000 communities participated in the celebration in 1934 and 1,830,961 citizens visited the schools or took part in the exercises in the various communities.

New Romanesque School



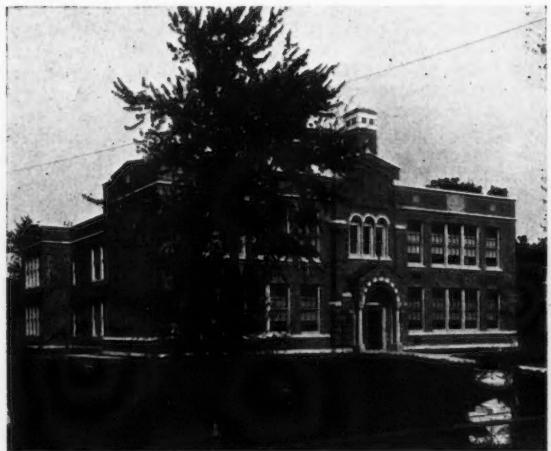
St. John's School, Menasha, Wisconsin



Floor Plans, St. John's School, Menasha, Wisconsin — Frank J. Stepnoski, Fond du Lac, Wis., Architect

The Fabric of the School

A Page for Pastors and Principals



Exterior and Classroom of St. John's School, Menasha, Wisconsin — Frank J. Stepnoski, Fond du Lac, Wis., Architect

ST. JOHN'S School at Menasha, Wis., pictures and plans of which are shown, was occupied last September. It is designed according to a modified Romanesque style. The exterior is of face brick and cast stone over concrete hollow tile and steel. The building site measures 200 by 330 feet. Classrooms are finished in red oak, stairways and corridors in oak and quarry tile; toilet rooms have glazed brick wainscot and ceramic-tile floors.

There are ten classrooms, a library reading room, a book storage room, and an office. It is planned to erect an auditorium later.

Heating is of the two-pipe low-pressure vacuum type with unit heaters and ventilators, and automatic temperature control. Automatic stokers are used. The building is equipped with a fire-alarm system and wired for radio installation.

The building, which will accommodate 450 pupils, cost \$61,427, or 24 cents per cubic foot and \$136.50 per pupil.

Administration of Janitorial Service

The Work Schedule

THE work of the janitor in school buildings usually consists of many tasks. Some of these must be performed daily and some several times daily. Certain other tasks should be done weekly and some at longer intervals of time ranging from two weeks or a month to a year. To insure the greatest economy of time and effort for the janitor and to get done all of the things that need to be done a schedule of work should be planned. It can be proved in practice that a systematic schedule of work will enable the janitor to do more work and that fewer things will be left undone.

It is not easy to separate entirely "Operation" and "Maintenance" in a work schedule. Certain maintenance tasks will need to be cared for along with the regular operation activities. However, there is little proof that operation and maintenance should be separated so far as the work of the janitor is concerned. The janitor need not be required to distinguish between a maintenance job of applying oil to a floor for the first time, and one which may be termed operation when he touches up the worn spots on the floor. His task is to see that the floor is cared for when needed. Only operation is to be considered here. Maintenance will be discussed later.

No complete schedule can be worked out that is suitable alike for the large and the small schools. Yet, no school is so

large or no school so small but that a schedule of work should be planned. In the larger buildings where two or more janitors are employed, the schedule may be planned so that one janitor comes early in the morning and others come later in the day. In this way one man may be on duty at night when the various meetings are held in the building, thus doing away with the need for calling back a janitor for special duty or of having a watchman. In the smaller buildings a schedule should be worked out so that one man can care for the buildings and grounds.

The first step is to divide the regular tasks according to the probable frequency. Below is given a partial list:

- I. Some of the tasks that should be done each day:
 1. Care of heating, ventilating, and mechanical apparatus:
 - a) Starting fires in morning.
 - b) Banking fires at night.
 - c) Replenishing fires — as needed.
 - d) Inspecting thermometers, steam and water gauges — as needed.
 - e) Cleaning grates and ash pit.
 - f) Wetting down ashes.
 - g) Starting and stopping ventilating fans.
 - h) Cleaning boiler flues.
 - i) Inspecting pumps, drains, etc.
 - j) Cutting off lights when they are not needed, particularly when leaving the building for the day.
 - k) Starting and stopping pumps, motors, and fans.
 2. Cleaning and sweeping:
 - a) Sweep (or clean) each classroom and office.
 - b) Sweep corridors and stairs.
 - c) Inspect and clean fountains, lavatories, and stools.
 - d) Dust classrooms, desks, tables, chairs, window sills, cases, shelves, offices, doors, etc.
 - e) Clean locker rooms.
 - f) Sweep walks near doors.
 - g) Clean boiler and engine rooms.
 3. Miscellaneous daily tasks:
 - a) Burn wastepaper.
 - b) Check supplies in toilet rooms.
 - c) Lock outside doors at time specified.
 - d) Unlock all outside doors and others as directed, at specified times.
 - e) Mop toilet-room floors.
 - f) Pick up paper and trash from grounds.
 - g) Provide chalk and other needed supplies in the rooms.
 - h) Remove snow, if any, from walks.
 - i) Remove marks on walls and walks.
- II. Some of the tasks that should be done weekly:
 1. Dust radiators
 2. Blow down boiler.

3. Clean walks around yards.
4. Wash blackboards.
5. Wash glass in doors, cases, etc.
6. Clean and mop home-economics rooms.
7. Clean all erasers (may be needed more often for some rooms).
8. Clean floor brushes, mops, dust brushes, and other tools.
9. Inspect building for fire hazards.
10. Secure supplies from stockroom.
11. Inspect all motors, pumps, and engines to see that they are properly oiled and cared for.
12. Mop untreated floors.
13. Clean all chalk trays (may be needed more often).
14. Clean doormats.
15. Wash or wipe door knobs and handrails. Use a disinfectant on cloth.
16. Inspect playground apparatus for broken parts. Repair where needed.

III. Some other tasks will need be done biweekly or monthly.

Some of them are:

1. Cleaning tile walls.
2. Dusting pictures.
3. Scrubbing.
4. Washing windows on the inside.
5. Polishing brass and other polished metal surface, if any.
6. Reading meters and reporting to principal.
7. Reporting to principal things he should know.

IV. Some tasks must be done from one to three times a year:

1. Wash windows outside two to three times a year.
2. Make inventory of supplies one to two times a year.
3. Oil oiled floors two to three times a year.
4. Touch up spots in waxed floors, as needed.
5. Dust walls and ceiling two to three times a year.
6. Scrub oiled floors once a year.
7. Clean and polish furniture, woodwork, etc., two or three times a year.
8. Clean laboratory cases, library cases, laboratory tables two to three times a year.
9. Remove screens in the fall, replace in the spring.

V. Certain other jobs should be done as the need arises:

1. Receive and check supplies.
2. Make seat adjustments.
3. Mow lawns.
4. Care for shrubbery, flower beds, fences, and hedges.
5. Make minor repairs.
6. Remove snow and ice from walks.
7. Move chairs, desks, and supplies as needed.
8. Clean up after sick children.
9. Care for plants, aquariums, etc., during vacation.
10. Assist during fire drills.
11. Help move scenery, pianos, etc.
12. Receive and store coal.
13. Rake leaves in fall; remove fallen branches.
14. Remove dirt from walk after rains.
15. Open closed sewer, downspouts, stools, etc.
16. Report leaks or breaks that need attention or that must be done by someone else.
17. Supervise pupils in boys' toilet rooms if so requested by the principal.
18. Be present when building is open for any regular session or special meeting unless specifically excused by the principal.
19. Keep records required by officer in charge.

In making up a schedule of work for each day, week, month, or year, requirements can be made that certain tasks shall be performed each day, week, or month. The schedule for each day should be worked out allotting fixed times to certain tasks.

A schedule proposed for one building is:

1. When the janitor reaches the building in the morning he will open up his fire and examine the pumps first.
2. Start recirculating fans (if any) as soon as steam is raised.
3. Dust classrooms, desks, handrails, and furniture.
4. See that toilet paper and towels are provided in toilets and restrooms.
5. Unlock doors at designated time.
6. Inspect rooms to see that all are heating.
7. After school opens his tasks will vary some from day to day.

During the day the schedule should be so arranged that he can sweep certain corridors and look after the grounds, etc. It may be possible before school closes that he may get into one or two rooms to sweep. After school closes a fixed routine of sweeping should be arranged with provisions made that the room will be vacated by the time the janitor is assigned to it for sweeping. His daily schedule may be so arranged that he will be in certain places of the building or in the boys' toilet room at intermission periods.

The weekly schedule will have in addition to the daily schedule the completion of certain tasks, some of which may be set on certain days during the week, such as cleaning the walks around the yard, cleaning floor brushes, doormats, or washing door knobs. Other weekly tasks can be set for Saturday. Some of these may be washing the blackboards, mopping of certain floors, or cleaning the glass in doors.

The schedule for the month or year will include tasks that may be set up alongside the schedule for daily and weekly activities. Reading the meters should be done at some specified time each month, preferably at about the time they are read by the service company. Washing windows on the inside can be set for some Saturday morning. Washing windows outside, oiling floors, or cleaning of window shades may need to be done during the holidays. It is necessary to be careful that too many tasks are not left until the holidays or until Saturdays or there will be more than can be accomplished. The schedule should be arranged so that many tasks may be done during the day. In dusting the walls of the rooms, one or two rooms may be taken at a time without interfering with the regular routine. The polishing of furniture or metalware can be done in the same way, as can the cleaning of brushes, of laboratory tables, or of cases. If several extra sets of erasers are kept on hand they may be ready for distribution when needed.

The carrying out of a schedule naturally calls for some record-keeping. The records should be as simple as possible to give the desired information. The clerical work required of the janitor should be reduced to a minimum consistent with efficiency. Schedules should be made out with the janitor and typed or mimeographed in the office. The janitor should be able to fill nearly all blanks by checking. The daily schedule should be made out, but in most cases the janitor will probably not need to check these daily charts. He may check the weekly or other schedules as a reminder to himself and as a report of tasks done. Leave space for the date as (3/21, etc.) to be entered as a check.

It is not advisable to have too many forms for reports, but some will probably be necessary. Neither is it advisable that the principal or janitor should have to depend on memory only for supplies wanted, repairs needed, or of tasks done. Want lists and requisition blanks should be available. If the janitor cares for the supply room, a checking list for incoming supplies and another for outgoing supplies should be provided. If the janitor cares for discipline in the boys' toilet room or elsewhere he should have some definite means for reporting on different cases. He should have some means of reporting breakage. It is a mistake to depend on the use of scratch paper for these reports. Then they come in all sorts of shapes if at all. They are easily lost and are not always filed. Definite forms of a fixed size with a title or heading showing the use of each form facilitates filing and helps make a complete record. Some of these reports should come in at specified times. Others may be filed as made. Duplicate copies should be available for the janitor.



THE TEACHER'S INTEREST

The interest of the teacher in her work and in the interests of her pupils is placed first among the qualifications of a successful teacher by E. S. Pentland. Writing in the *Canadian Teacher*, he says:

"In the first place I would put interest. Teachers, even more than poets, are born rather than made. There is not one of us who cannot look back over our own school days and recall teachers who have done their best and yet failed lamentably in their most important duty, that of giving their classes a thirst for knowledge and some training in the art of thinking. Most memories of our school days are still of hours of memorization of meaningless facts and figures. But also we may remember some person who still stands out from all the rest, a teacher in every sense of the word, who spoke not to a class but to individuals, one who seemed to be talking to each of us alone and who could fire an interest in us which has never died. Such a teacher does not need to drill her class over and over again. Rather will she find where the pupil's interest lies and teach always so that the application of the particular subject under discussion to that interest is clear. The teacher's interest in her pupils and in her work must come first."

About Hobbies

Sister M. Regina Celeste, S.S.J.

Editor's Note. It will be specially helpful for the mental attitudes and mental health of teachers, including religious teachers, to have hobbies. This article is merely suggestive. Find a hobby that will fit your personality and your situation.

THE world rolls on, "hectically," one might say. Our likes and dislikes, our joys and sorrows, our problems and their solutions are passed over, if not in contempt, at least in indifference; and, optimistic as we may be, we can hardly reach maturity without discovering that our own life is what we make it. It is not really that no one cares, but not one has time to stop to view life through our eyes; all are hurrying off to buy themselves spectacles so that they can see more for themselves. If this is cruelty, they are unconscious of it. We, too, in our turn treat others in exactly the same way and we do not think ourselves selfish. We say it is Life.

If you will grant this, you must accept the corollary that flows from it. Our life is what we make it. Then none but ourselves can prevent our making it happy, holy, and healthy. To tell you how to make it holy and healthy is apart from my purpose at present, but let me tell you the secret of making it happy. Develop a hobby. In my lifetime, I have seen the old, the middle aged, the youthful, and the young follow this recipe for happiness with most gratifying results. Perhaps all unconscious of the derivation of the word from the Middle English *hoby*, a nag, they have nevertheless regarded it as a sort of Pegasus to carry them to "lands away." Entertaining this conception some have petted it, and fondled it and even hugged it to their breasts, while another some have mounted it cautiously, tried its paces suspiciously, and then have learned to trust it unreservedly and let it bound and caper, or trot, or canter, or merely amble along, finding in it for every mood a corresponding speed. To them all, however, it has brought comfort and contentment and has given to their lives a zest and vigor altogether lacking in the lives of those who have no such interest.

The avocations that can be termed hobbies are numerous. In fact, there is nothing that occupies man or woman's time that cannot be developed as a hobby, for the dictionary defines it as "any subject or plan to which one is constantly reverting; a favorite or ever-recurring subject of discourse, thought, or effort; a topic, theme, or the like (considered as) unduly occupying one's attention or interest." The popular use of the word suggests activity, the doing something, and I think it is in this sense that most of us accept it. People make strange and unusual choices for hobbies — sometimes quite accidentally a hobby is lighted upon, more often it arises from a desire to do as a pastime what has been denied one as an occupation or lifework.

I was reading just recently of a young married woman who discovered during a period of convalescence that she possessed a remarkable talent for sculpturing. An artist friend had sent her a box of modeling clay to help her while away the tedious hours and she liked so much to toy with it that even after recovery she gave all her spare time to it. Her attempt to mold her little dog in plasticine resulted in such success that she was prevailed upon to enter the little figure in a contest. It won first prize. This, of course, is an instance rare enough to make a news article but it shows how unforeseenly some hobbies develop.

More usual and not quite so striking are the hobbies most of us pursue. Collections of all kinds constitute hobbies: stamps, pictures (madonnas, for instance) cigar bands, signatures (and is not Edward Bok famous for his efforts in this field?). Then there is verse collecting, and we have uncounted anthologies and scrapbooks resulting from this. One person I know of, started to make a simple collection of butterflies and ended by possessing one of the most valuable assortments known in this part of the world. Speaking of valuable collections reminds me of a relative's collection of newspapers and periodicals. For almost fifty years now, he has saved the leading New York papers and has clipped and

filed all sorts of data from them. I have been thinking in connection with him especially how fortunate he has been to have had such a hobby, for two years ago he lost his position and were it not for the absorption he found in bringing his miscellaneous cuttings up-to-date, I believe he would have suffered severely mentally and physically from the enforced idleness. Now, not only has he something to do with his leisure, but he will leave to some lucky being or institution a file worth possessing.

Another interesting pursuit which a member of our family follows as a pastime is working in brass. He has made the most attractive lamps: floor lamps, desk lamps, chair lamps, table lamps, all kinds and varieties you can think of. From brass, too, or iron he has wrought the prettiest metal drapery cranes for his home — every room has its individual style. Besides this, he likes to build furniture, and two of the best-looking pieces I have seen anywhere are his wing chair and mahogany table with the daintiest pearl inlaid border that you would want to look at. His hobby is one that is diametrically opposed to his business, for he sits all day at his desk in an important concern, yet it falls in the class I have listed above as those that spring from desire denied as a lifework.

One more instance I can give you, and though St. Francis de Sales says, "It is as dangerous to talk of oneself as to walk a tightrope," I cannot refrain. My hobby makes use of the pen and brush. The art of illuminating it is called, and it is fascinating. Have you seen sample pages from old missals and church books used as frontispieces, or perhaps you saw last spring the exhibit of manuscripts which was held in the Forty-second Street branch of the New York Public Library. If you have seen either, that is the kind of work to which I aspire. But since it is a hobby and not an occupation I can give very little time to it and it calls for a great deal. The design is fine and intricate, the printing is an exercise in itself, and finally the painting is almost as time-consuming as the drawing, for the constant changing of colors retards the work. However, when a page is complete it represents more than just a pastime; it is useful, beautiful, and inspirational, and I feel that I have attained a growth that comes to me in no other way. For subject matter I use various types of blessings for they appeal to people, and while it is true that they do not see the hours of labor in the finished piece, they like the effect.

I said there comes a growth with the development of a hobby that is accomplished in no other way. To me, that is the whole justification of its existence. One's mind is distracted from the concentration and worry of one's daily work; one's temperament is liberated from its repressing confinement, to find freedom and exhilaration in fields of pleasurable endeavor; and one's body is rested and refreshed by the relaxation that comes in this way to the intellect and the emotions.



Contemporary history, then, wants to acquaint students with the past in its wider social and other more significant aspects. It wants to make history an educational tool for both personal culture and public progress. And under this high purpose, I may remark here, it regrets the treatment of history of philosophy, literature, economy, science, art, religion as separate and wholly distinct disciplines. Without supplanting these, it seeks to lay hold of at least as much of their past as is necessary to understand whole patterns of culture. As nearly as I can describe it, contemporary history is humanist in character and purpose. In harmony with the new general educational trend, it is emphasizing the qualitative rather than the quantitative in man's past, and, in sense, is even becoming Catholic. Of the greatest present significance is the fact that it considers the spiritual, moral, and intellectual activities and forces in society as of paramount importance. Consequently, these are primarily the subject of its inquiry into the past, and they receive the emphasis in the process of imparting historical knowledge. — Rev. Walter Reger, O.S.B.

Practical Aids for the Teacher

All contributions to this department will be paid at space rates

Graphic Teaching of Religion

Rev. Stephen Klopfer

Editor's Note. The following outline of lessons adapted from the Catechism of Pope Pius X by the vice-rector of St. John's Institute for the Deaf at St. Francis, Wis., is offered as a practical application of our recent article by Father Dennerle on *Preparing Children for Confession*. The author stresses the importance of symbols by which the child can readily visualize abstract ideas such as the soul, and sin. For the best results, the parents should supplement the work of the teacher, using the same technique.

I Have a Soul

I live on earth. I eat, play, work, and sleep. My body eats, plays, works, and sleeps.

I know my lessons. I remember my lessons. I wish to know my lessons tomorrow. My soul knows many things. My soul remembers many things. My soul wishes to know more and more.

I have a body and a soul. I have eyes, ears, mouth, hands, and feet. The soul sees through the eyes. The soul hears through the ears. The soul makes the hands and feet move. The soul makes the body live.

The soul is hidden in the body. I cannot see a soul.

I wish to be happy. I wish to see others happy.

I am well. My body feels happy.

I am good. I know my lessons. I help others. My soul feels happy.

Flowers and plants grow, bloom, and wither. Animals grow, work, and die.

My body will grow, work, and die.

My soul wishes to learn more. My soul wishes to live long. My

soul wishes to love all that is good. My soul wishes to live and

love forever. My soul will never die. My soul will live forever. The

soul is better than the body.

The body dies. It is buried in the ground. It becomes dust.

(Adam.) The soul will not die. It will live forever. (Resurrection

of Christ.)

God is a good King. He lives in heaven. Heaven is a beautiful

home. God is the best Father. God loves me. God gave me a body.

God gave me a soul.

(Symbol of a soul: Cut out a five-pointed star, two inches in diameter; a circle an inch and a half in diameter; a heart one inch long. Place the heart on the circle and both on the star; fasten with a pin.

Interpretation. As the star shines in the sky, so did my soul come from God who is in heaven. The circle has no end; so too, my soul will never die; I live as long as my heart beats, I live as long as my soul is in my body. Pass the symbol of the soul from a picture representing God to the heart of a child. Thus the word soul represents a living reality comprehensible to the child.)

God made my soul beautiful in Baptism. (Picture of Baptism.)

(Cover the white symbol with gold tinfoil.)

God wants me to keep my soul beautiful. I must give a clean

soul back to God. Only clean souls can go to heaven.

Let each child present its soul (symbol) to Jesus. (Picture, Jesus the friend of children, and Jesus dying on the cross.)

Jesus likes a clean soul. Jesus, help me keep my soul clean. A good child has a clean soul. I want to have a clean soul. I will always be a good child. I want to go to heaven.

Holiness

Good children love Jesus.

Jesus loved God.

Jesus obeyed His parents.

Jesus helped His parents.

Jesus was kind to other children.

Jesus prayed in church.

Jesus studied His lessons.

Jesus was honest.

Jesus never told a lie.

Jesus never stole.

Jesus never quarreled.

Jesus was patient.

Jesus forgave naughty men.

Jesus did what God wanted

Him to do.

Jesus was holy.

Good children copy Jesus.

I love God.

I will obey my parents.

I will help my parents.

I will be kind to other children.

I will pray in church.

I will study my lessons.

I will be honest.

I will never tell a lie.

I will never steal.

I will not quarrel.

I will be patient.

I will forgive those who hurt me.

I will do what God wants me to do.

Jesus, help me to be good.

Jesus wants me to become holy.

God's Will

Jesus' Will

My Will

(Our will must run parallel to the will of God.)

Sin

God wants me to do His will. Sometimes I do my own will.

My will against God's will is sin. Sin makes a cross. A naughty child makes a cross for Jesus. I will not be naughty. I will not make a cross for Jesus.

lie, steal, angry, fight, jealous, greedy, lazy, disobey.
† † † † † † † †

I have been naughty many times. I have made many crosses for Jesus. I have made a big cross for Jesus.

Jesus carried the cross for me. I pity Jesus. I am sorry. Jesus, forgive me. I will not be naughty again.

To be naughty is a sin. Sin makes a cross for Jesus. I have made crosses for Jesus. I have sinned. I am sorry for my sins. Jesus, forgive my sins. I will not sin again.

Illustrate forgiveness by drawing a heart filled with marks or the names of child sins. Erasing the same is equivalent to forgiveness.

Sin makes a cross. Jesus suffered on the cross. Jesus prayed on the cross. Jesus said: Father, forgive naughty children. Jesus will forgive me. I thank You, Jesus. I love You, Jesus. I will not sin again.

The Child and the Crucifix

In the name of the Father, and of the Son, and of the Holy Ghost.

I pity Jesus on the cross. The thorns hurt His head. A nail hurts His feet. A nail hurts His left hand. A nail hurts His right hand.

I think of Jesus when I make a cross. When I make the cross I



Good Children Love Jesus

think: the thorns hurt Jesus (head), the nails hurt Jesus (feet, hands). Jesus likes to see me make a cross.

Naughty men put the thorns on Jesus. Naughty men put the nails into Jesus' hands. They put nails into His feet. I will not be naughty.

(Supposing one has a picture showing children trying to take the crown of thorns from the head of Jesus, and the nails from His feet.)

Good children love Jesus. Good children pity Jesus. Good children take the thorns from Jesus. They take the nails from the feet of Jesus. I pity Jesus. I love Jesus.

Act of Contrition

My God, because Thou art the greatest Good and because I love Thee above everything else, I am sorry from all my heart for having offended Thee, and I firmly promise with Thy holy aid nevermore to sin.

An Experiment in Composition

W. E. Belleau

At the beginning of the semester an English II class of 37 boys was requested to write a composition in class on the subject "The Greatest Incident in My Life."

While correcting the papers, the instructor kept in mind that there were many grammatical and rhetorical constructions that second-semester freshmen could not be expected to have mastered, for they had not studied them yet.

The following list includes only errors in principles of usage that second-semester freshmen should have mastered by the end of the semester: Tense, 223; comma errors, 205; possessives, 185; capitalization, 164; ambiguity, 159; wrong word, 158; sentence structure, 156; spelling, 146; lack of clearness, 143; paragraphing, 63; agreement of subject and verb, 41; poor beginning of theme, 35; summarizing sentence, 35; repetition, 32; semicolon errors, 30; pronoun agreement with antecedent, 26. The subject matter for the semester consisted entirely in studying the errors in the order in which they appear above, for it was thought best to study first that which students understood the least. The procedure was as follows:

1. One error was studied each week.
2. Students were assigned drill work on that error.
3. Students wrote a theme in class on Fridays.
4. Students reread their theme to ascertain that they had not used wrongly the error studied during that week.
5. Students were held responsible for any error made on subject matter studied during the semester.
6. Students were required to correct errors marked on their themes by the instructor.
7. Students who persisted in making errors were obligated to come for special help.

Another theme on "The Greatest Incident in My Life" was written in class by the students near the close of the semester. Below is tabulated the results both of the diagnostic and the check-up theme:

Error	Diagnostic Theme	Final Theme
Tense	223	22
Comma errors	205	14
Possessives	185	6
Capitalization	164	13
Ambiguity	159	21
Wrong word	158	17
Sentence structure	156	8
Spelling	146	18
Lack of clearness	143	28
Paragraphing	63	9
Agreement of subject and verb	41	4
Poor beginning of theme	35	3
Summarizing sentence	35	3
Repetition	32	5
Semicolon errors	30	4
Pronoun agreement with antecedent	26	3

THE MOST PRECIOUS BLOOD

Festivis resonent¹

Forth let the long procession stream,
And through the streets in order wend;
Let the bright waving line of torches gleam,
And solemn chant ascend.

Whilst we, with tears and sighs profound,
That memorable Blood record,
Which, stretched on His hard Cross, from many a wound,
The dying Jesus poured.

By the first Adam's fatal sin
Came death upon the human race;
In this New Adam doth new life begin,
And everlasting grace.

For scarce the Father heard from heaven
The cry of His expiring Son,
When in that cry our sins were all forgiven
And boundless pardon won.

Henceforth, whoso in that dear Blood
Washeth, shall lose his every stain,
And, in immortal roseate beauty robed,
An angel's likeness gain.

Only, run thou with courage on
Straight to the goal set in the skies;
He who assists thy course will give thee soon
The everlasting prize.

Father Supreme, vouchsafe that we,
For whom Thine Only Son was slain,
And whom the Holy Ghost doth sanctify,
May heavenly joys attain.

THE LORD IS MY SHEPHERD²

Psalm 23

The Lord of love my Shepherd is,
Whose goodness faileth never;
I nothing lack if I am His
And He is mine forever.

Where streams of living water flow
My ransomed soul He leadeth,
And where the verdant pastures grow
With food celestial feedeth.

Perverse and foolish oft I strayed,
But yet in love He sought me,
And on His shoulder gently laid,
And home, rejoicing, brought me.

In death's dark vale I fear no ill
With Thee, dear Lord, beside me;
Thy rod and staff my comfort still,
Thy Cross before to guide me.

Thou spread'st a table in my sight;
Thy unction grace bestoweth;
And oh, what transport of delight
From Thy pure chalice floweth!

And so through all the length of days
Thy goodness faileth never;
Good Shepherd, may I sing Thy praise
Within Thy house forever.

¹This is the Vespers hymn for the Feast of the Most Precious Blood, July 1. It dates from the seventeenth century. Its author is unknown. The translation is by Father Caswall. The first stanza pictures a procession. In the third a contrast is drawn between the old Adam and the New. This thought is admirably developed by St. Paul in Romans v. 12-21. And finally, in the fifth stanza one's soul is robed in "immortal roseate beauty" when it is the recipient of sanctifying grace in the sacraments of baptism and penance.

²This is a paraphrase of Psalm 23. It was written by Henry W. Baker. David, the shepherd-poet, who in his youth attended his father's flocks, is the author of this exquisite psalm. In it God is represented under two figures, first as a shepherd, and secondly as a generous host who entertains the psalmist and shows him every mark of hospitality. The former figure is, however, the more prominent. The psalm is so constructed that it expresses not only its author's feelings but likewise the thoughts of every human heart, for all, like sheep, wander and are in constant need of a Shepherd.

Accreditation Under Catholic Auspices

The Committee on College Accreditation has been assigned two problems:

1. Whether the College Section of the National Catholic Educational Association should continue its policy of accrediting, and if so, to propose suggestions for its improvement.

2. What shall be the relation to, or the attitude of, the College Section of the National Catholic Educational Association regarding the various other accrediting agencies?

The Association Should Continue Its Accrediting Activities

Before indicating our more specific recommendations, we shall define our general attitude on our two major problems.

We think it of the utmost importance that in the strategy of Catholic education in this country the Catholic colleges should look primarily to the National Catholic Educational Association for leadership, for prestige, for approval, and consequently we favor the continuation of the accrediting activity of the Association though, as will appear in the more specific recommendations, we believe its quality should be improved.

We think, too, that the only attitude that the Association can take toward all the accrediting agencies is one of friendly co-operation and constructively working out together policies that will serve *all* American education.

We think that those charged in any way with the administration of our accrediting shall be devoted wholly to the success of accrediting under Catholic auspices and in accordance with Catholic ideals. There should be no divided interest, and no divided loyalty. Persons appointed to administer or supervise the accrediting work of the College Section of the N.C.E.A. shall not participate in accrediting activities of any non-Catholic group.

1. Continuation of Work of Accreditation

The Committee is anxious to see that the work of accrediting by the National Catholic Educational Association be continued. But it regards it imperative that the highest Catholic educational standards shall guide the Committee and that a serious and searching administration of the standards shall be had. One of the members of the Committee in the discussion expressed himself thus:

We have gone too much on the assumption that just because a college is Catholic it must be a fine school. There is a smug satisfaction among Catholic colleges which is not based on fact. My own school, for instance, has improved 100 per cent in the last 25 years, even in the quality of its teaching, and yet 25 years ago those in charge of it would have said and did say that it was the best school in the country. As a matter of fact, I know it was not.

It was the opinion of the Committee that the program of improvement and conformity to the highest Catholic educational standards be set up for a five-year period so that at the end of the period a rigorous enforcement of educational criteria shall be made. This was the basis of the Committee's first resolution:

1. Resolved that the National Catholic Educational Association should continue the work of accrediting Catholic colleges, provided that the highest Catholic educational standards are required and that all institutions now on the approved list must comply with them within five years or be dropped.

2. Accreditement of New Institutions

It is further proposed as an evidence of our seriousness in raising our educational standards and securing educational improvement that all colleges applying for accreditation shall be approved only upon satisfaction of all standards immediately. This also will give the Accreditation Commission a definite group of colleges to work with. For these reasons the following resolution was approved:

Resolved that all new colleges now applying for Accreditation shall be required to meet fully the new standards adopted by the Association.

¹The Report of the Committee on Accreditation of the National Catholic Educational Association submitted to the Association at the meeting in Chicago April 25, 1935. The Committee was continued to develop the program.

3. Educational Rather Than Financial or Physical Criteria

It has been generally felt that the regional standardizing agencies have manifested a too strong tendency to over-emphasize financial standards. We think that Catholic educational accrediting should emphasize educational standards, and then seek the explanation of failure in the finances, resources of the institution, administrative competency, etc. First things should be first. To indicate this emphasis, the Committee presents its second resolution:

2. Resolved that the Standardization Commission be guided in its standardization procedure by strictly educational criteria rather than by financial or physical criteria.

4. An Educational Technique in Accreditation

If there is one object of accreditation, it is the improvement of college education—the service to students. It is amazing that these processes have been primarily judicial rather than educational. We propose that the accrediting by the National Catholic Educational Association shall be conceived and carried out in an educational spirit. The American College of Surgeons, in its standardization of hospitals, has indicated the proper technique. It formulated its standards so that they could be printed on a single sheet of paper. These standards have been progressively defined through the years. When first introduced, they are not binding, but as the number of hospitals that have given them effect increases, the standard becomes binding. The associate director of the College of Surgeons is continually carrying on his educational campaign and his service to the hospitals. The secretary of the Accreditation Committee of the College Section of the N.C.E.A. shall have primarily this educational function, and shall be in no way involved in the accrediting activities of any other organization. It is this kind of procedure we commend to the National Catholic Educational Association in our third resolution:

3. Resolved that the technique of the Standardization Commission in its accreditation procedure be the technique of the American College of Surgeons.

5. The Accreditation Commission

The administrative machinery to be used in this accrediting, we think, should be continued substantially in its present form, except that in the elections to membership in the future the group of members in any one year should consist of representatives from each of the areas having non-Catholic standardizing or accrediting agencies. For the present, these regions are:

1. New England and the Middle States (The East)
2. North Central (Midwest)
3. Southern
4. Western

We therefore propose the continuation of the Standardization Commission with its name changed to the Accrediting Commission. to be composed as follows:

The President continued as at present;
The Secretary to continue as at present;
Sixteen additional members, four elected each year, one from each region, for a term of four years.

We propose that an election be held in 1935 electing the sixteen members (preference to be given, if possible, to members of the present commission); four for a period of four years, four for a period of three years, four for a period of two years, and four for a period of one year. One member in each group of four shall be from each region. Subsequent elections shall be held annually, and all elections after 1935 shall be for a term of four years.

6. Studies in College Education and College Administration

If the work of accreditation is to go on intelligently, there should be worked out in connection with it a continuing study of the problems of college education and college administration. The guidance and direction of such studies would naturally fall to the duty of the Secretary of the Accrediting Commission. If the accrediting is not to be merely formal or merely quantitative, it is imperative that this

continual study go on as a guide to the Commission as well as to the institutions. If accreditation is really to use an educational technique instead of a judicial one, such continuing study is imperative. This is the basis of the following resolution:

Resolved that the Accreditation Commission begin immediately upon the approval of the formulation of the objectives of the Catholic liberal-arts college, a series of studies in college administration pointing out what is implied in detail in these objectives and how in the various aspects of college life they may be carried out.

7. Some Special Problems for Study

The discussion of the Committee brought out a number of problems related to accrediting that the National Catholic Educational Association might very properly interest itself in. Some of these that we are anxious to record are:

1. The location of Catholic colleges, the adequacy of the present number, and the competitive methods used particularly in recruiting.

2. The need for training of its members by religious sisterhoods particularly in its effect on the multiplication of colleges and the accrediting of such colleges either as junior or senior colleges.

3. The possibility of the existing colleges co-operating with the religious sisterhoods, by allowances, scholarships, maintenance, tuition, etc., to provide the necessary training, but to prevent the establishment of weak junior or senior colleges.

8. List of Accreditation of Catholic Professional Schools

It is suggested that the Accreditation Commission of the National Catholic Educational Association should keep on file and publish in its annual report the list of Catholic higher educational institutions approved by the regular accrediting association of professional schools. The resolution is as follows:

Resolved that the Accreditation Commission shall publish annually the list of Catholic professional schools approved by the appropriate accrediting agencies.

9. Co-operation of Member Colleges

It is unlikely that the National Catholic Educational Association will have funds to support such studies, but that is no reason why the program should be abandoned. After the nature or the object of particular studies has been outlined, the opportunity to make the study should be offered to the member institutions. The assumption of such studies would be a service to the organization and should be especially valuable in its reflex on the institution co-operating.

Resolved that in the studies outlined as growing out of or essential to accreditation, the co-operation of member institutions be sought, and that institutions making studies on their own initiative make them available to the other colleges through the Accreditation Commission.

10. Illustration of a Special Study

As evidence of the sincere interest of the National Catholic Educational Association in the accrediting process in the service of Catholic education and American education generally, the Committee selected a simple, direct opportunity to serve. The North Central Association published and had all institutions on its list complete a form containing a list of library books. This list, presumably, was a highly desirable one and naturally all the colleges on the list wanted in their libraries as many of these books as possible. This list was singularly lacking in Catholic books as good or better than those that were on the list, and in fields where Protestant authorities were listed, Catholic authorities were not listed at all. To correct this situation, we thought it desirable to publish a list for presentation to the North Central Association which would emphasize the Catholic point of view and, at the same time, be at least as authoritative as those on the list. Under the direction of the Reverend Samuel K. Wilson, President of Loyola University, of Chicago, that university undertook to make this study, and the list will be published by the Association.

New Books of Value to Teachers

The Christ-Life Series in Religion Book Five: The Redeeming Sacrifice

By Dom Virgil Michel, O.S.B., Ph.D., Dom Basil Stegmann, O.S.B., S.T.D., and The Sisters of the Order of St. Dominic. Cloth, 237 pp. 72 cents. The Macmillan Company, New York City.

This book, intended for a year's work in the Christ-Life Series in Religion, is devoted to a study of the Sacrifice of the Mass. In Unit One, each part of the Mass is explained in terms easily understood by the child.

Unit Two points out to the child how the Incarnation of Christ was for us today as well as for those who saw the Child Jesus in the flesh. It makes clear that by participation in the Holy Sacrifice we have all the privileges of intimate associates of our Lord. In this Unit are explained the proper of the Masses for Advent, Christmas, and the Sundays after Epiphany.

Unit Three treats of the Redemption and studies the proper of the Masses for Lent, Holy Week, Easter, Ascension, Pentecost, and Trinity Sunday.

If the faithful are to take an intelligent, sympathetic, really pious interest in the life of the Mystical Body of Christ, the Church, they should learn to do so in the years when learning is not mentally painful. This book makes clear the way. It talks to the child in his own language; it supplies the necessary motivation; and it suggests activities and asks a few questions on the lesson in an informal way.

A word should be said about the excellent liturgical symbolism of the illustrations by Gottfried Schiller. In most cases, the pupil can grasp their general meaning unaided, but a good teacher will find them a rich source of teaching aids.

Reading to Learn (Book One)

By Gerald A. Yoakam, William C. Bagley, and Philip A. Knowlton. Cloth, 417 pp. The Macmillan Company, New York City.

This is an informational reader to aid in teaching the child how to study and, in general, how to use books. The selections for reading are of the type of subject matter found in history, geography, nature study, civics, biography, and health books. For example, there are: A number of readings about pets and how to care for them; "A Queer Fisherman" (the cormorant); "Helen Keller"; a railroad and an airplane journey; "A Visit to a Mexican Town"; etc.

Each selection is preceded by hints as to the purpose the pupil may have in reading in it, and followed by questions to test comprehension or memory, and also activity suggestions. There are a number of chapters by the authors explaining the use of reference books, how to read for information, etc. There is an alphabetical, illustrated word list with pronunciation and definition.

A History of the Catholic Church

By Dom Charles Poulet. Translated and adapted by Rev. Dr. S. A. Raemers. Vol. II, Cloth, 757 pp. \$5 net. B. Herder Book Co., St. Louis.

The original French issue of this book became recognized within a year after its first appearance in 1926 as a standard work, chiefly because it strikes a happy balance between the longer flowing narratives and the brief scientific but dry textbooks. The present second volume carries the story from 1517 and the actual beginning of the Reformation down to the spring of 1934. More than one third of the book is devoted to the events since 1850 so that the reader gets a very complete picture of the immediate events which have led up to the present status of the Church in the world at large. The plan of appending to each chapter a significant contemporary document or text and a bibliography is carried over from the first volume. Very complete chronological charts complete the volume. The idiomatic English of the translation leaves nothing to be desired.

Elementary History of the United States

By Thomas B. Lawler. Cloth, 319 pp. 84 cents. Ginn & Co., Boston, Mass.

This basic text for fourth and fifth grades is organized on the unit plan and emphasizes the life of the people rather than military or political events. It seeks to make clear in broad, sweeping summaries the backgrounds of the main events of exploration and early settlement, the changes in political control, and the vast expansion since the establishment of the nation. Necessarily much attention is given to European backgrounds and the earlier history, while the events of the nineteenth and twentieth centuries are merely outlined. The work has all of the modern teaching excellencies of the author's earlier works for upper grades.

Christ

By Rev. F. J. Mueller. Cloth, 259 pp. \$1.50. Bruce Publishing Co., Milwaukee, Wis.

This new volume of the Religion and Culture Series for the clergy, the laity, and the religious will, no doubt, help to make our Lord better known and more ardently loved. Father Mueller discusses the nature and personality of Christ and their significance in God's dealings with the world.

The Means of Grace

By Rev. Leon A. McNeill and Madeleine Aaron. Paper, 250 pp. St. Anthony Guild Press, Paterson, N. J.

The "means of grace" are, of course, the sacraments, and this book seems to cover the subject, in general and particular, very well. With each particular treatment there goes a study of some appropriate prayer, problems and thought questions, and projects. The questions are significant and the projects much more pointed than such projects usually are.

The book might be used for high-school classes in religion, either as a reference or as a textbook; also for study clubs, or Sunday schools.

Guided Steps in Arithmetic (Book I)

By Henry G. Bennett, N. Conger, and Gladys P. Conger. Cloth, 391 pp. 68 cents. American Book Company, New York City.

This is the third- and fourth-grade book of a new three-book series of arithmetics, which are deserving of the attention of every teacher. These arithmetics were prepared with the definite purpose of meeting the needs of deficiently trained and inexperienced teachers. Our examination of the first book leads us to the opinion that such a purpose is the very one that will result in a good textbook for the pupils.

The work for each grade is preceded by a clear, concrete statement of the objectives for that grade, and every process as it appears from day to day in the year's work is preceded by such a statement in a few words. The fundamental processes are presented in well-graded order and so clearly put that the parents of the pupils ought to be able to do the work of the teacher. Review exercises are supplied for maintaining skills, and there are plenty of tests for the teacher's guidance. Standards of achievement are given for each test.

Since We Became a Nation

By Daniel C. Knowlton and Mary Harden. Cloth, 706 pp. \$1.68. American Book Company, New York City.

"The Westward March of Man" is the general title of a four-book series of American history for the grades, of which this is the final volume. The whole series seeks to integrate our history with that of the world.

A chronological-unit plan has been followed. The 28 chapters are arranged in 10 "episodes," each preceded by a one-page introduction having a title beginning with the word "We"; for example: We Become Americans; We Separate Ourselves from the Mother Country; etc. At the end of each chapter are suggested a number of "Things to Do" and a group of questions or tests of the sentence-completion type. These are followed by a list of books for supplementary reading.

The style of narrative is lively and interesting throughout with emphasis on the actual deeds of the men who are making history at the time. The authors' aim has been to "place the instruction where it will be meaningful to the pupil."

The illustrations are abundant, well printed, and, with one or two exceptions, well chosen. The pictures consist of reproductions of photographs, paintings, etchings, and drawings of persons, places, buildings, historical events, cartoons, etc., all of which have a bearing upon the story they illustrate. There is a long list of maps both black and colored.

We don't like the way the first paragraph of the Introduction refers to prehistoric man and his manner of life without explaining the fact that whatever condition of helplessness that existed would be only a natural consequence of the dispersion of the human race from its original home.

How to Pick a Successful Career

By Daniel A. Lord. Paper, 48 pages. 10 cents. The Queen's Work, St. Louis, Mo.

A valuable discussion of the general principles of occupational selection, emphasizing the spiritual as well as the economic and social aspects of the problem.

Sound Spending

By Rev. Joseph F. Walsh, M.A. Cloth, 248 pages. \$2.50. Published by the author at St. Mary's Seminary, Cleveland, Ohio.

This book is a pioneer in the field of Catholic institutional management. It discusses office management; the management of parish, school, and institutional buildings; the management of the commissary department. A final section is devoted to the larger aspects of management involved in such problems as the expansion of plant and financing.

The author is business manager of the important seminary with which he is connected, and writes from the standpoint of long practical experience.

Supervisory Guidance of Teachers in Secondary Schools

By Ellsworth Collings. Cloth, 623 pp. \$2.50. The Macmillan Company, New York City.

The author bases the whole program of teaching upon the principle that boys and girls are active creatures and that they learn, or grow mentally, through their own activities. Left to themselves, they normally plan, execute, and judge the success of any project that appeals to them and falls within their environment and ability. The teacher's problem is to guide them through the various steps of activities sponsored by the curriculum of the school. The purpose of this book is to analyze the natural processes of learning and show how the supervisor may guide the teachers in the guidance of the pupils.

One incidental comment of the author, among many others, of course, will strike a very responsive chord in the minds of teachers in Catholic schools. Discussing the "integration of subject matter in the purposeful activities of boys and girls," he says: "First, teachers should be educated in fields of subject matter instead of the conventional college major or minor. . . . The conventional college major or minor leaves the teacher wholly unqualified for integrating subject matter. Pupils do not pursue conventional school subjects or fractions thereof. As a matter of fact, no one does except the student or teacher in the conventional school."

New World of Chemistry

By Bernard Jaffe. Cloth, 608 pp. \$1.80. Silver, Burdett and Company, Newark, N. J.

This new high-school textbook aims: (1) to maintain a balance between factual material and the achievements of men of science; (2) to humanize chemistry; (3) to motivate the subject; (4) to stress general theories; (5) to introduce fundamental tools early in the course; (6) to present pictures that illustrate processes and human achievements; (7) to provide simple and accurate diagrams; (8) to provide for needs of individuals.

All of these objectives seem to have been attained, and the result is an extremely interesting, well-illustrated book without the forbidding appearance of a mere summary of scientific facts stated in scientific jargon. In other words, we find here a "humanized" presentation of chemistry.

Instructions for Non-Catholics

By Rev. Anthony L. Ostheimer. Paper, 232 pp. 60 cents. The Dolphin Press, Philadelphia, Pa.

This little book of Instructions may well be put into the hands of any non-Catholic who wishes information on the Catholic religion. The matter has been arranged, in the main, along the lines of the Catechism, without the questions and answers. The explanations are simple and clear, and presented from a viewpoint sympathetic to the non-Catholic. Examples, stories, and even witticisms abound, giving the treatment an interest and human appeal that straight catechism does not have.

The parochial clergy will find this book a help to the approach to these necessary and difficult instructions, especially since they can turn it over to the non-Catholic with some hope that it will be read.

Thoughts on Our Friend Divine

By Rev. J. E. Moffatt, S.J. Cloth, 3½ x 5½, 86 pp. 50 cents. The Bruce Publishing Company, Milwaukee, Wisconsin.

A new volume of Minute Meditations for the busy person, consisting of 37 brief thoughts on our Lord and the love of His Sacred Heart. This is a practical book of devotion that should be welcomed by old and young.

The Lair of the Wolves

By Bernard F. J. Dooley. Cloth, 276 pages. \$1.50. The Bruce Publishing Co., Milwaukee, Wis.

Father Dooley presents to us a good story for boys, young men, and in fact, for anyone who is interested in outdoor adventures, mysteries, hazards, bandits, outwitting, and skill which the book plentifully supplies. It will keep the reader interested from beginning to end. Those who have read the author's first story book and others, are advised to add this second book to their school or family library.—K.J.H.

N & N Complete Class Record

By W. E. Netterblad and S. F. Nelson. Paper (cloth reinforced). 50 cents. The Bruce Publishing Company, Milwaukee, Wis.

This is a modern record book, arranged for periods of five weeks and providing space for ten classes of forty pupils each. Thus, it will serve the teacher for two semesters.

The first page contains a seating chart. Then follows space for daily attendance and grades, and, at the end of each five-week period, space for a record of weekly tests, units of work, extra work, daily average, test average, examination, and final averages.

At the conclusion of the semester there is space for a book record, for record of standard tests, and a complete semester summary. Finally a page is given for a financial record—collections, laboratory or book fees, etc., from the students.

When the book is turned over to the principal at the end of the school year, it serves as a complete, detailed, original record of the individual pupil's.

A record book by the same authors arranged for periods of six weeks was issued by the same publishers some time ago.

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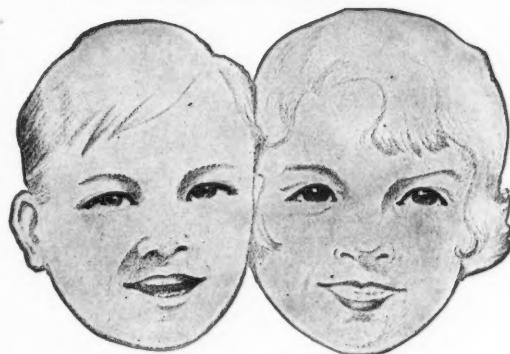
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(Continued from page 2A)

CL Rev. MARTIN CYRIL D'ARCY, S.J., master of Campion Hall, Oxford University, received the honorary degree of Doctor of Laws from Georgetown University, on May 4. On this occasion, Father D'Arcy made a strong plea for lasting friendship and cultural relations between the two great English-speaking countries.

CL Rev. DR. JULIUS A. NIEUWLAND, C.S.C., professor of chemistry at the University of Notre Dame, was awarded the William H. Nichols Medal at a recent dinner given in his honor by the American Chemical Society. The award was made in recognition of Father Nieuwland's research work, which has led to the successful production of synthetic rubber.

CL The Catholic Round Table of Science of Western New York and Pennsylvania was formed on May 4 at D'Youville College, Buffalo, N. Y. Bishop Turner presided at the organization meeting. Rev. Francis P. Le Buffe, S.J., of Fordham University, outlined the purpose of the organization started eight years ago at the Catholic University of America. Sister Grace of the Sacred Heart, president of D'Youville College, was chosen executive secretary of the group which will hold its first regular meeting in October at St. Bonaventure's College.

CL The Catholic Association for International Peace held its ninth annual conference at Washington, D. C., during the first week in May. DR. CHARLES G. FENWICK, professor of science at Bryn Mawr College, was elected president and Most Rev. ARCHBISHOP EDWARD MOONEY, bishop of Rochester, was chosen honorary president.

CL EDWARD J. MEHREN, a trustee of Loyola University, Chicago, has been elected president of the National Catholic Alumni Federation.

CL A National Conference of Clergy Youth Leaders will be held at the University of Notre Dame, Notre Dame, Ind., July 8 to 12. Some topics for discussion are: a balanced program of youth activities, the Church's interest and attitude, existing agencies, leadership, financing, co-ordinating youth activities in the parish, deanery, and diocese.

CL The second annual meeting of the Canadian Catholic Historical Association was held at Montreal, June 3 and 4. The meetings were held under the auspices of Most Rev. Archbishop Georges Gauthier and Rt. Rev. Bishop A. E. Deschamps.

CL REV. DR. GEORGE JOHNSON, director of the department of education of the N.C.W.C., has been re-elected secretary of the American Council of Education.

CL RT. REV. MSGR. EDWARD A. PACE, vice-president of the Catholic University of America, Washington, D. C., celebrated his golden sacerdotal jubilee during May. The Washington Chapter of the International Federation of Catholic Alumnae presented Msgr. Pace with a spiritual bouquet.

CL SISTER MADELEVA, C.S.C., president of St. Mary's College, Notre Dame, Ind., has been chosen president of the Notre Dame branch of the Catholic Poetry Society, and NORBERT ENGELS, professor of English, was selected secretary.

CL More than 80,000 persons have signed a petition asking for the beatification of Teresa Higgins, who was a teacher at Liverpool, England.

CL SISTER M. ALOYSIA RACHBAUER, of the Sisters of St. Dominic of Great Bend, Kans., has been awarded a personal citation of merit and granted a special blessing of the Holy Father for her outstanding work in graduate study at the Catholic University of America. She is head of the department of modern languages and professor of German at Sacred Heart Junior College, Wichita, Kans.

CL A national center of the Confraternity of Christian Doctrine has been established at the Headquarters of the N.C.W.C. in Washington, D. C. Authorization for the establishment was given at the annual meeting of the Bishop last fall. DOM FRANCIS AUGUSTINE WALSH, O.S.B., of St. Anselm's Priory at the Catholic University of America, is director and MISS MIRIAM MARKS is field representative and secretary.

CL SISTER AUGUSTA, of the Sisters of Charity of Cincinnati, has been awarded the James Nelson Raymond foreign-traveling scholarship of \$2,000 for her work in the School of Art Institute at Chicago.

CL BROTHER MARCELLUS, C.S.C., a former assistant superior general of the Congregation of the Holy Cross, died at Notre Dame, Ind., May 6. For more than 50 years he had taught in the schools of the Congregation. He was born in Watertown, Wis., in 1860.

CL The Brothers of the Holy Cross, Notre Dame, Ind., in September, will take charge of the boys' department of the Vincentian Institute, Albany, N. Y. This is the fourth school these Brothers have taken charge of during the past two years.

CL BROTHER CAMILLUS, C.S.C., died at Notre Dame, Ind., on May 5, after a long illness. Brother Camillus was 38 years old. He was born at Bloomington, Ill. He taught in New Orleans, Evansville, and Indianapolis.

(Concluded on page 9A)

FOR 70 YEARS—SPECIALISTS IN AIR ENGINEERING

(Concluded from page 6A)

¶ BROTHER LEOPOLD, C.S.C., oldest member of the Congregation of the Holy Cross, died recently at Notre Dame, Ind., at the age of 99 years. For more than 50 years he was employed at the University of Notre Dame. He is survived by a brother, Rt. Rev. Msgr. Kaul, Lancaster, Pa.

NOTABLE PRIZE COMPETITION

With the belief that American youth should have songs by outstanding contemporary American composers, Ginn and Company, educational publishers, have announced a prize competition for such songs. The first prize will be \$500; the second and third, \$300 each; and the fourth, fifth, and sixth, \$100 each. This competition is restricted to citizens of the United States. The editorial department of the firm sponsoring this prize competition has issued the following statement:

"Young people should not complete their musical education with the feeling that all good music was composed by someone who lived long ago and in a foreign land. The students in our schools should have the opportunity of singing songs which contemporary American composers have written for them.

"We believe the time has come for the American composer to write for young people just as artistically and spontaneously as he prepares songs for a concert audience. We are instituting this prize award with the hope that the outcome will bring fine new and vital music to the young people of the country and at the same time provide support and encouragement for the cause of contemporary American composition."

A committee of distinguished American musicians and music educators will serve as judges. Since the requirements for school songs are exacting in such matters as voice ranges and lyrics suitable for school use, Ginn and Company have prepared an outline of the conditions of the competition which should be carefully read by every composer who wishes to submit compositions. It can be secured by addressing E. D. Davis, Secretary of the Board of Judges, 70 Fifth Avenue, New York City. The final date for receiving compositions will be January 10, 1936.

"CURRICULUM TRENDS"

Curriculum Trends is a 40-page bulletin by Dr. Laura Zirbes, of Ohio State University. It is the summary of a study of recent changes in the curriculum. It gives a general understanding of curriculum changes and includes two plans for analyzing a curriculum. A copy may be obtained for 35 cents from the Association for Childhood Education, 1201 Sixteenth St., N.W., Washington, D.C.

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